STUDY OF CHILD CARE SERVICES

ON

PRINCE EDWARD ISLAND

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DEPARTMENT OF HEALTH & SOCIAL SERVICES

SPECIAL SERVICES DIVISION

COORDINATOR, EARLY CHILDHOOD DEVELOPMENT

KATHY POCHON

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EXECUTIVE SUMMARY

Introduction

The Study of Child Care Services on P.E.I. was undertaken by the Province's Department of Health and Social Services, Special Services Division, in February, 1983. The purpose of this Study was to:

1. Examine the present status of child care facilities in the Province. Child care facilities include licensed early childhood programs as defined by the Child Care Facilities Act.

2. Report on parental experiences and preferences, as well as future trends in the field.

3. Relate these findings to current economic and social realities on the Island.

An Advisory Committee of 8 members was chaired by the Department's Early Childhood Development Coordinator. The purpose of the Committee was to provide input to the Department of Health and Social Services' Study, based on professional experience and involvement in the field of Early Childhood Development.

The Study was conducted on 3 levels:

1. Service Providers, dealing with licensed operators of day care and/or kindergarten programs on P.E.I.

2. Service Users, dealing with parents who currently have their child(ren) enrolled in a licensed child care facility.

3. Child Care Services on P.E.I., examining the level of availability and use of child care programs, inter-provincial comparisons, and future trends.

The Study of Child Care Services on P.E.I. ends with a discussion of conclusions and recommendations.

Section I -- Service Providers

A total of 67 licensed centres were invited to participate in this part of the Study. Cooperation was excellent, with 64 centres responding, giving an overall response rate of 95.5%. These 64 operators were then interviewed on various topics in March and April, 1983.

Number of Centres

The number of licensed day care and kindergarten programs on P.E.I. was determined, with consideration also given to the number of full and part time spaces in day care, full and part time staff in day care, and the total number of spaces and staff in kindergarten.

The total number of licensed centres was also broken down by type of sponsorship (church, community, cooperative, or private) and then again by regional distribution. As may be expected, the majority of day care (64%) and kindergarten programs (55%) are located in the Charlottetown area.

Of the 67 centres asked to participate in this Study, 25 were day care centres, representing a total of 535 children and 84 staff; the other 42 were kindergarten/nursery school programs, representing 1,108 children and 82 staff.

As of May, 1983, P.E.I. had a total of 73 licensed centres. (This figure includes 4 new centres not licensed at the time the Study was being done, and 2 whose particular circumstances were so unique that it was decided not to include them.)

Interviews with licensed operators concentrated on three main areas. The first of these was service delivery, including regulations, program, special needs, and parent involvement.

Operators were asked their opinions concerning present child-staff ratios and indoor-outdoor space requirements, two regulations which were fairly controversial at the time of their introduction in 1977. In 1983, however, a substantial majority are satisfied with these regulations.

Approximately 75% of all operators interviewed are in favor of the introduction of some type of staff certification regulation. Both groups of operators, however, appear to be split on the issue of program regulation.

Even though program regulation seems to be controversial, almost all centres currently meet program guidelines as set down by the Child Care Facilities Board in 1980. Seven of these guidelines were chosen to be measured.

Integration of special needs children in early childhood programs is a relatively new concept in this Province, but licensed operators are enthusiastic over results. A large majority of day care (91.3%) and kindergarten (86%) operators indicated they would accept handicapped children in their programs. Almost all operators felt, however, they would need some additional resources in order to do so.

Of six different methods identified to foster parent communication and involvement, all day care operators and 76.7% of kindergarten operators depend on daily contact with parents. All other methods were used to varying degrees, emphasizing that operators see parent involvement as being important.

The second area examined in interviews with operators involved staff, their training, experience, salaries, and benefits. Although staff are not required to be trained in licensed centres, over 70% of all staff do have some form of training.

In terms of experience, it appears that 77% of day care staff and 65% of kindergarten staff have 5 or less years of overall preschool experience. Rate of staff turnover for both groups is fairly high. Only 10% of all staff have been with their present centre for more than 6 years. It was also

found that 33% of day care staff and 47% of kindergarten staff have only been with their present centre for one year. The average day care staff person stayed at a centre for 3 years; an average kindergarten staff person stayed for 2 years.

As was expected, salaries for all staff are very low. Average hourly salaries are $5.37 for full time day care staff; $4.82 for part time day care staff; and $6.14 for kindergarten staff. The distribution of salary levels shows, however, the 50% of all day care staff and 33% of all kindergarten staff earn less than $5.00 per hour.

Formal Early Childhood training does not seem to make a significant difference in salary level. The only noticeable benefit seems to be at the lower end of the salary levels for day care workers. Among Early Childhood trained staff, only 30% of day care workers earn less than $5.00 per hour. The percentage of kindergarten staff at the lower end of the salary level remains unchanged, even with formal early childhood training. It is interesting to note that among the highest paid kindergarten staff, none have formal early childhood training.

Early childhood staff receive few benefits. All staff receive vacation pay, but this is required by law. Staff are not guaranteed sick days, and even for those who do get paid, in some cases the staff person is then responsible for paying and arranging for her own substitute. Other benefits are offered in relatively few centres. Part-time staff, on the whole, are eligible for even fewer benefits.

Given the insecurity of their positions, the low salaries and lack of benefits, it is easy to understand why rate of turnover is high and most early childhood staff move on to something else after 5 years. It is hoped that with more trained staff than ever before, along with a greater awareness on the part of parents of the value of early childhood programs, early childhood staff will find the necessary motivation, incentive, and self-satisfaction to stay in their chosen field.

The third and final area examined in Section I was the financial status of licensed centres. The response rate for this area was somewhat lower than for other areas, with only 17 day care centres and 31 kindergartens taking part. Some centres did not wish to share this information, while for others, poorly kept financial records made it impossible to answer questions.

Taken collectively, licensed child care facilities constitute a million dollar industry on P.E.I. The 17 day care centres in our sample pay over $500,000 annually in staff salaries. In total, these day care centres spend over $700,000 per year, mainly in this Province. The 31 kindergartens in our sample spend another $260,000 per year.

Howard Clifford, National Day Care Consultant (Health and Welfare, Canada), has stated that any money put into day care is 1.5 to 3 times more labour intensive than money put into industry because of the lower capital costs. In our sample, salaries account for the major part of yearly costs (day care, 72%; kindergarten, 77%), with little being spent on supplies (day care, 6%; kindergarten, 13%).

Operating costs are much higher for day care centres than for kindergartens. Day care centres in our sample spend approximately $80,000 per year for food. Kindergartens do not have this expense. Also, 40% of the kindergartens in our sample pay nothing for rent, heat, or electricity. School Boards have donated space to 21% of the kindergartens in this sample.

Both day care and kindergarten programs depend primarily on parents' fees for their income. Kindergarten programs seem to have more access to Federal grants (Canada Community Service Projects) for additional funding.

Operators of both kinds of programs were asked if their programs showed a profit, a loss, or broke even for 1982. In day care, 18% of centres in our sample showed a profit, 41% showed a loss, and 41% broke even. A total of 36% of kindergartens showed a profit, 8% showed a loss, and 56% broke even.

Lastly, operators were asked to make some predictions concerning their future operations. Three day care centres predict they will be closed within

6 months; another 10 predict they will be closed within 5 years. Almost 80% of the centres predicting they will close cite financial problems as their reason.

Section II -- Service Users

In order to obtain data for this section, a short parent questionnaire was developed and distributed to parents of children currently enrolled in licensed centres. Response was excellent, with 837 questionnaires being returned for an overall response rate of 64.4%.

The parent questionnaire attempted to obtain a profile of families currently using licensed care. According to data obtained, the majority of families in this sample are two-parent families, with the parents between 25 and 34 years old. Most families have no more than 3 children, with only 1 child in a licensed centre. Only 19% had more than one child enrolled.

Data also showed that 52% of all families earned over $21,000 per year. A much larger percentage of day care families (23.6%) than kindergarten families (6.9%) had yearly incomes of less than $10,000. The majority of single parent families in this sample are living below 1982 Poverty Lines (Statistics Canada). Almost 25% of day care families interviewed received full subsidy for fees, as opposed to 3.7% of kindergarten families. A total of 42% of all families reported that both parents were working. This percentage was slightly higher for day care families (50.7%) than for kindergarten families (39.5%).

Parents were then asked to indicate their one major reason for using their program. Understandably, 97.7% of kindergarten parents chose "school readiness" as their major reason. Among day care parents, 58.7% chose "employment" as their major reason. Surprisingly, almost 35% of day care parents chose "school readiness" as their major reason. A further study of

parents' reasons for use by geographic location shows that outside of Charlottetown and Summerside, school readiness was most often the major reason for use (O'Leary 50%; Montague, 82.6%). These percentages correspond to the high precentage of part-time day care spaces in these areas (O'Leary, 40%; Montague, 75%). Such use of day care services shows that program quality in these centres must be high, and once again refutes the notion that day care is a "babysitting" service.

Parents were asked to rate the importance of 8 factors which may have influenced their choice of child care program. Day care and kindergarten parents differed slightly in the order of importance for these factors. The following shows the order of priority given to these factors by day care parents, along with the percentage of parents who felt them to be either important, a major factor, or extremely important:

1)	staff	100%
2)	activities	99.5%
3)	reliability	89.6%
4)	hours	83.8%
5)	location	78.4%
6)	meals	77.9%
7)	parent involvement	64%
8)	cost	52%

Kindergarten parents rated the 8 factors in the following manner:

1)	staff	98.5%
2)	activities	97.5%
3)	reliability	77.9%
4)	location	77.5%
5)	parent involvement	67.6%
6)	hours	50.4%
7)	cost	40.4%
8)	meals	2.7%

Again, the percentages refer to those parents who felt the factor to be either important, a major factor, or extremely important.

The relatively low priority given "cost" as a factor prompted extensive discussions among Advisory Committee members. Based on their experiences in the field, members felt that cost was indeed a major factor. It was suggested that since cost is the same at most centres, then it would not be a deciding factor in choosing one centre over another. Further study of subsidized parents' responses showed that parents may have interpreted the importance of this factor in different ways. The Committee concluded that cost is important to parents, and stressed that for parents not using licensed care, it may have been a deciding factor.

Almost all parents in our sample reported they were able to find the type of program they were looking for. Based on 837 responses, only 35 reported they were not able to find the type of program they wanted, and had settled for a second choice.

An overwhelming majority of parents in our sample (96.2%) reported they were satisfied or very satisfied with their choice of a child care program and would recommend it to others. Although the level of parent expertise in assessing child care programs cannot be measured, it is reasonable to assume that many parents base their level of satisfaction on their child's response to staff, program, etc. The high level of satisfaction reported is a good indicator of warm and supportive atmospheres in child care centres.

Section III -- Child Care Services on P.E.I.

1. Availability of Services

The actual number of licensed child care spaces in this Province is determined by the Provincial Fire Marshall's office according to the Life Safety Code, and is based on the square footage of each centre. This number gives the maximum number of children which may be accommodated in that centre at any one time.

In many cases, however, when a centre is located in a fairly spacious area, the actual number of licensed spaces far exceeds any reasonable number which an operator is willing to register. Therefore, in order to obtain a more accurate picture of the availability of services, an estimated number of licensed spaces per centre has also been given. This estimate is based on current knowledge of a centre's operation, and gives a more realistic number of spaces licensed centres are prepared to handle.

Based on a provincial preschool population of 11,291, the percentage of actual licensed day care spaces (846) to the population is 7.4%. With 535 children enrolled in day care centres, the level of use of licensed day care among the preschool population is 4.7%. Since 205 of these children are enrolled on a part-time basis, only 417 licensed spaces are filled. This leaves 429 full time day care spaces still available. It is reasonable to estimate, however, that there are only 180 full time spaces still available.

The percentage of licensed spaces to preschool population varies from region to region, with a low of 2.3% in West Prince to highs of 10% in both the Charlottetown area and King's County. Level of use varies as well, again with a low of 1% in West Prince to a high of 8.5% in King's County.

In looking at the geographical distribution of licensed day care centres, it is obvious that large areas of P.E.I. are completely without services, thereby reducing the level of availability in those areas to zero.

In determining the level of availability of kindergarten, information was obtained from School Unit offices regarding the number of children enrolled for Grade 1 for the school year 1983-84. This number was then compared to the number of children in nearby kindergarten programs. Availability of kindergarten, level of use, and remaining availability was determined.

Presently, in Unit 1, there are enough licensed spaces to enable every child entering Grade 1 to attend kindergarten. Availability is also high

in Units 2 and 3. Unit 4 seems to have the least number of kindergarten spaces available. Unit 5 has no licensed programs.

Overall use of kindergarten ranges from a low of 39% in Unit 4, to a high of 70% in Charlottetown. Provincially, 60% of all children enter Grade 1 with kindergarten experience.

2. Interprovincial Comparisons

In looking at day care programs in other provinces, it is obvious that each province deals with the issue in its own unique way. Provinces differ in their requirements for staff qualifications and training, as well as in their definitions and categories of staff. Only 4 provinces require any kind of specific early childhood training. In P.E.I., up-to-date first aid training is the only requirement.

All provinces have regulations for licensing requirements. Staff-child ratios and indoor-outdoor space requirements were compared with those of other provinces. P.E.I.'s staff-child ratios are fairly consistent with other provincial ratios. Other provinces seem to be slightly more lenient in the younger age groups, but are somewhat stricter for 3 and 4 year olds. P.E.I.'s standards for both indoor and outdoor requirements are among the highest in the country.

All provinces have subsidy programs to assist parents with day care fees. Policies vary a good deal from province to province, around such issues as per diem rates, minimum fees, use of private centres, etc.

All provinces, with the exception of P.E.I., provide some kind of grants directly to their day care centres to assist with the centre's operation. These grants are delivered in 16 different forms, as each province attempts to deal with its day care needs in its own way.

The availability of licensed spaces on P.E.I. is comparable to the number available in other provinces. The level of availability ranged from 1.7% in Newfoundland to 12% in Ontario.

3. Future Trends

The Advisory Committee has presented their opinions on future trends both on national and provincial levels.

For the first time, there seems to be some national activity in day care. This is a direct spin-off of the 2nd Canadian Conference on Day Care, held in September, 1982 in Winnipeg. There are now 2 national associations being organized -- the Canadian Child Daycare Federation, a consulting body; and the Canadian Daycare Advocacy Association, a daycare lobby group.

On a provincial level, the Advisory Committee predicted that the integration of special needs children in preschools would continue and expand; that the issue of public kindergarten would find support for keeping these programs in their own communities; that staff certification is necessary now, and that such a regulation would find support from staff; that the Child Care Facilities Act needs to be reviewed; that the Child Care Subsidy Program will eventually be limited to high risk children; that funding for centres is desperately needed, and that centres will become more creative and resourceful in seeking funds.

The Committee was split on the issue of Government involvement in operating child care centre; public education is seen to be necessary and will grow, as early childhood professionals recognize the value of parent/public support.

And finally, the Committee expressed serious concerns about unlicensed care, and could see this form of child care to be on the increase. The new $2,000 income deduction for child care may have some effect on this trend, however, since this deduction may in fact cause unlicensed care (where receipts are not given) to be more expensive than licensed care.

Conclusions and Recommendations

Conclusions have been drawn in 8 specific areas related to the delivery of child care services on P.E.I., with recommendations presented in each of these areas.

1. Financial Status/Funding and Support

Data in Section I substantiates previous claims made by licensed operators concerning financial difficulties. Many centres face uncertain futures. Day care centres appear to be having more difficulties than kindergarten programs.

Collectively, licensed child care programs represent a million dollar business in this Province. Income is generated primarily from parents' fees; expenditures are made in the Province, with the major portion spent on salaries.

Advisory Committee members agreed that many centres are in financial difficulty, and the cost of licensed care presents a real hardship for many parents. Even so, given the economic realities of the 1980's, a universal day care program is not feasible. Some type of funding mechanism is necessary, but should be designed to reflect P.E.I.'s unique child care needs.

It is recommended that direct funding to child care centres be implemented in the 1984-85 fiscal year. It is further recommended that the Social Development Committee organize a small working committee to study various models and formulas for funding, study possibilities of funding arrangements within the Provincial Government Departments, and report to Government by January, 1984 with a model for an equitable funding program.

Recommendations were also made to Departments of Health and Social Services and Agriculture for support programs.

2. Unlicensed Care

Concerns were expressed about the extent of unlicensed child care arrangements on P.E.I. Part of the problem appears to be the lack of real knowledge of the quality of this type of care, as well as parents' reasons for this choice.

It was noted that other provinces have attempted to deal with problems associated with unlicensed care by providing incentives for caregivers to become licensed. This has been done mainly through the introduction of Satellite Family Day Care.

It is recommended that the Advisory Council on the Status of Women sponsor and conduct a Study of Child Care Patterns on P.E.I. for Children From Birth to 12 Years. The purpose of this would be to determine the needs, practices, and preferences of parents for child care in P.E.I.

It is also recommended that the Department of Health and Social Services investigate Satellite Family Day Care Programs in other provinces, and sponsor a pilot project in Satellite Family Day Care in specific under-serviced areas of P.E.I.

3. Legislation

It was concluded that changes in day care practices and policies over the last ten years have necessitated a review of the Child Care Facilities Act.

Therefore, it is recommended that the Child Care Facilities Board undertake a review of P.E.I.'s child care legislation, with special attention given to definitions and procedural expectations.

4. Staff Certification and Training

Committee members concluded that the time has come for some type of regulation of staff certification. Staff training is needed as well, and should be developed to complement a certification program.

It is recommended that the Child Care Facilities Board present a proposal for staff certification to Executive Council by May, 1984. Various other recommendations were made to Holland College, the Department of Health and Social Services, the Early Childhood Development Association of P.E.I., and the West Prince Early Childhood Association to develop and enhance opportunities for staff training.

5. Programming

Even though licensed operators were split on the issue of program regulation, Committee members felt that since most centres complied with program guidelines set down by the Child Care Facilities Board, these guidelines should become regulation.

Parent education is also seen as necessary in this area, for a better understanding of "early childhood" program content.

It is recommended that the Child Care Facilities Board organize a committee for the purpose of incorporating some of the Board's program guidelines as recommendations. Various recommendations were also made to the Departments of Health and Social Services and Education, and the Early Childhood Development Association of P.E.I. and West Prince Early Childhood Association to provide for parent education and awareness in the area of program content, as well as to improve communication with primary teachers and administrators.

6. Child Care Subsidy Program

While Committee members expressed concern with the financial aspects of this program, and predicted more limited future access to subsidies because of higher day care rates, their main concern was with the lack of counselling for parents once a subsidy was granted.

Therefore, it is recommended that the Department's Field Services Division initiate a program of parent counselling on choice of a program. It was also recommended that the (August, 1981) sliding scale be revised to reflect the cost of living increase.

7. Special Needs Children

Most operators appear to be supportive of the concept of integration, and find the Department's Special Needs Policy workable. Supports, however, are needed if this policy is to be implemented.

It is recommended that a separate fund within the Child Care Subsidy Program be established to be used specifically for children with special needs. Other recommendations were made to Regional Mental Retardation Specialists, Department of Health and Social Services, and provincial associations dealing with handicapped children to assist in providing support to licensed operators with special needs children in their programs.

8. Administration of Child Care Centres

Based on data reviewed in Section I, it was concluded that there was a wide range of administrative skills among centres. Committee members felt that any funding made available to centres should only be given to those centres who demonstrated an ability to manage those funds.

Recommendations have been made to the Department of Labour, Holland College, and the Department of Health and Social Services to provide training/resources to assist operators in the administration of their centres.

INTRODUCTION

Background

The Study of Child Care Services on Prince Edward Island was undertaken by the Province's Department of Health and Social Services, Special Services Division, in February, 1983. The decision to conduct such a study was made in response to concerns being expressed to the Department by various organizations, day care operators, kindergarten operators, and parents, regarding licensed child care in the Province.

Purpose

The purpose of the Study of Child Care Services on P.E.I. was to:

1. Examine the present status of child care facilities in the Province. Child care facilities include licensed early childhood programs as defined by the Child Care Facilities Act: child day care centres, family day care homes, nursery school programs, and kindergartens.

2. Report on parental experiences and preferences, as well as future trends in the field.

3. To relate these findings to current economic and social realities on the Island.

Advisory Committee

Six organizations currently involved in child care on P.E.I. were invited to appoint representatives to an Advisory Committee:

1. Advisory Council on the Status of Women;

2. Child Care Facilities Board;

3. Early Childhood Development Association of P.E.I. - 3 representatives, one from each Regional Chapter (Prince, Queens, Kings Counties);

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4. Holland College -- Early Childhood Education Department;

5. West Prince Early Childhood Association;

6. Women's Employment Development Program.

This Committee of 8 members was chaired by the Department's Early Childhood Development Coordinator. The purpose of the Committee was to provide input to the Department of Health and Social Services' Study, based on professional experience and community involvement in the field of Early Childhood Development.

The Committee held its first meeting on February 21, 1983, and concluded its discussions on May 10, 1983.

Outline

The Study was conducted on 3 levels:

1. Service Providers:

This section dealt with licensed operators of day care and/or kindergarten programs on P.E.I. The main areas examined were present operating conditions; quality of program, as compared to Guidelines set down by the Child Care Facilities Board; acceptance of Regulations of the Child Care Facilities Act; opinions on needed regulations; integration of handicapped children; staff training, experience, salaries and benefits; and financial status of licensed centres.

2. Service Users:

This section dealt with parents who currently have their child(ren) enrolled in a licensed child care facility. A profile was obtained of families using licensed centres, showing family size, number of earners, family income, and age of parents. Other areas examined included parents' major reason for choice of centre, importance of various factors in choosing a centre, and level of satisfaction with their choice.

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3. Child Care Services on P.E.I.:

This section examined the level of availability and use of child care programs, based on P.E.I.'s preschool population, and inter-provincial comparisons of child care programs. The section also contains a discussion of future trends in child care, both on national and provincial levels.

The Study of Child Care Services on P.E.I. ends with a discussion of conclusions and presentation of recommendations based on the data obtained in Sections 1, 2, and 3.

Actual data, in Table form, may be found at the end of this report.

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I SERVICE PROVIDERS

Background

This section examines the present status of licensed child care facilities in this Province. For purposes of this Study:

DAY CARE refers to:

1) Child Day Care Centres: in which more than 12 children are enrolled for up to 6 - 12 hours per day.

2) Family Day Care Homes: in which fewer than 7 children receive care for less than 24 hours per day.

KINDERGARTEN refers to:

1) Kindergartens: which cater primarily to 4 1/2 - 5 year old children for up to 3 hours per day.

2) Nursery Schools: which cater primarily to 2 - 5 year old children for up to 3 hours per day.

A total of 67 licensed centres (25 day care centres and 42 kindergartens) were invited to participate in this part of the Study. Cooperation from the centres was excellent, and a total of 23 (92%) day care centres and 41 (98%) kindergartens actually participated, for an overall response rate of 95.5%.

A few centres, while participating in the Study as a whole, declined to answer certain portions of the questionnaires. These areas dealt with budgets, staff salaries, and staff benefits. Table 1 shows the response rate for these sections of the questionnaire. (See Table 1, Sec. V)

All 64 licensed operators were personally interviewed for the Study. Interviews began on March 18, 1983, and were completed April 25, 1983. In addition, each operator received a questionnaire prior to the scheduled

interview. The questionnaire dealt with budget, staff salaries, benefits, training, and experience. (See Appendix A for interview guideline and questionnaire.) Questionnaires were then collected at the time of the interview.

Data pertaining to the number of licensed centres, spaces, and staff relates to the total number of centres (67) asked to participate in the Study. Actual percentages, however, are based on the number of responses received to each particular question.

Number of Centres

Day care and kindergarten programs were divided into 4 categories, by type of ownership/sponsorship. These 4 categories include:

1. Church sponsored -- those who are affiliated with a particular church, are usually located on church property, and may be directly or indirectly supported by the church (in terms of rent, heat, etc.). These programs may or may not have a religious education component.

2. Community sponsored -- those who are sponsored/governed by a committee or board of directors made up of members of the community. Some of these groups are incorporated as non-profit associations; others are not. The board of directors generally carries out the administrative responsibilities, and different boards may have varying degrees of authority. Parents are usually represented on these boards to some extent, although this may not be required.

3. Cooperative -- those who are operated by the parents of children currently enrolled in the centre. Parent cooperative centres vary in their policies regarding the level or extent of participation/involvement required of each parent. Some of the parent cooperatives are legally incorporated as non-profit associations; others are not.

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4. Private -- those who are operated/owned by individuals or small groups of individuals. While private ownership would denote a "small business," only 3 (11%) of the Province's 27 private centres are legally incorporated as small businesses, and 1 (3.7%) is a limited company. The remaining 23 (85%) consider themselves to be self-employed and performing a service to the community.

Day Care

Table 2 shows the total number of licensed day care centres, full and part time spaces, and full and part time staff involved in day care.

TABLE: 2 Totals: Day Care/Family Day Care

	# Centres	# Spaces Full	# Spaces Part	# Staff Full	# Staff Part
Church sponsored	2	34	13	4	6
Community sponsored	7	103	54	20	6
Cooperative	2	35	4	6	-
Private	14	158	134	30	12
TOTAL	25	330	205	60	24

# Children	full time	330
	part time	205
	TOTAL	535
# Staff	full time	60
	part time	24
	TOTAL	84

Tables 2A and 2B give a further breakdown of Table 2 by showing the distribution of spaces and staff between 21 day care centres and 4 family day care homes. (See Section V.)

Table 3 shows the distribution of day care/family day care programs, spaces, and staff among the regions. The regions designated include those areas served by the Regional Offices of the Department's Field Services Division:

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Region 1 - O'Leary
Region 2 - Summerside
Region 3 - Charlottetown
Region 4 - Montague
Region 5 - Souris.

TABLE: 3 Regional Totals: Day Care/ Family Day Care

Region	# Centres	# Spaces Full	# Spaces Part	# Staff Full	# Staff Part
1	2	10	4	3	1
2	3	40	15	7	3
3	16	245	100	40	18
4	3	24	75	6	2
5	1	11	11	4	-
TOTAL	25	330	205	60	24

Tables 3A and 3B (see Section V) show the distribution of day care centres and family day care homes by region.

It is obvious, from Table 3, that the majority of day care programs (64%) are located in the Charlottetown area. Also, 64% of all children enrolled in day care are in the Charlottetown area.

Since day care is usually thought of as a full day program for working parents, it is somewhat surprising that slightly more than 38% of all children enrolled in day care attend on a part time basis. The proportion of part time children varies across the Province, ranging from 29% in O'Leary and Charlottetown, and 33% in Summerside, to 50% in Souris and 76% in Montague. An explanation for the high percentage in Montague will be looked at in Section II, after examining parents' major reasons for using a centre.

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Kindergarten

Table 4 shows the number of kindergarten/nursery school programs by type of sponsorship, along with the number of children enrolled and staff involved.

TABLE: 4 Totals: Kindergarten/Nursery School

	# Centres	# Spaces	# Staff
Church sponsored	9	283	18
Community sponsored	13	298	26
Cooperative	7	165	12
Private	13	362	26
TOTAL	42	1,108	82

Tables 4A and 4B (see Section V) look at the distribution of enrollment and staff between the 39 kindergartens and 3 nursery schools.

Table 5 shows the regional distribution of kindergarten/nursery school programs across the Province. As with day care, the majority of kindergarten programs (55%) are located in the Charlottetown area. Also, 52% of all children enrolled in kindergarten on P.E.I. are in the Charlottetown area.

TABLE: 5 Regional Totals: Kindergarten/Nursery School

Region	# Centres	# Spaces	# Staff
1	6	160	12
2	7	265	15
3	23	572	47
4	4	81	5
5	2	30	3
TOTAL	42	1,108	82

Tables 5A and 5B (see Section v) show the regional distribution of kindergarten centres, spaces, and staff and nursery school centres, spaces, and staff.

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In addition to the 67 centres described above, another 6 centres, presently licensed, were not asked to participate in the Study. Four of these were not open at the time the Study began. Two other facilities were licensed, but their particular circumstances (one at Anderson House, a home for battered women; and one at Holland College Royalty Centre, used sporadically for special occasions) were so different that it was decided not to include them.

Therefore, as of May, 1983, the adjusted figures for licensed child care centres on P.E.I. are:

Day care/family day care	28
Kindergarten/nursery school	45
TOTAL	73

Regulations

Day care and kindergarten operators were asked their opinions regarding present child-staff ratios, and indoor-outdoor space requirements as regulated by the Child Care Facilities Act. These particular regulations were fairly controversial in 1977 when child care regulations were first proposed.

In 1983, however, a substantial majority have no difficulty in accepting these regulations (see Table 6, Sec. V). With respect to child-staff ratios, 91% of day care operators and 88% of kindergarten operators are satisfied. (Actually, 26% of those day care operators felt the ratios were too lenient.)

Kindergarten operators appear to be more satisfied with indoor (95%) and outdoor (95%) space requirements. A total of 86% of day care operators were satisfied, with 17% of those claiming the indoor space requirement (35 square feet/child) was too lenient. A total of 13% of day care operators feel both the indoor and outdoor space requirements are too strict.

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In recent years, there has been much discussion among various groups concerning the feasibility/desirability of introducing regulations for programming and staff certification. During their interviews, operators were asked their opinions on these two issues. From their responses, it appears that program regulation is a fairly controversial issue, with day care operators (13 for, 10 against) and kindergarten operators (29 for, 14 against) both split on the issue.

There appears, however, to be considerable support for some type of staff certification requirement, with 74% of day care operators and 76.7% of kindergarten operators favoring introduction of this regulation (see Table 7, Section V).

Quality of Program -- Child Care Facilities Board Guidelines

While P.E.I. does not have any regulations for program content, and the introduction of such regulations appears to be a controversial issue, the Child Care Facilities Board, with the assistance of the Early Childhood Development Association, has developed Guidelines for Early Childhood Programming. Many of these guidelines could not be measured in an interview (i.e., warmth of atmosphere, respect for individuals, etc.). Seven guidelines were chosen to be measured because of ease of objective evaluation. (See Appendix B.)

Compliance with these guidelines is left to the discretion of each individual operator. Even so, an overwhelming majority of centres meet these guidelines (see Table 8, Section V). All day care and kindergarten programs met at least 4 of the 7 guidelines. Only 39.6% of all centres, however, have any type of male involvement (day care, 57%; kindergarten, 22%). Most of these centres state that men are involved as volunteers. With 166 staff currently employed in the child care field, only 3 staff are men (1 full time, 2 part time) and all 3 are in day care.

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Integration of Special Needs Children

A large majority of day care (91.3%) and kindergarten (86%) operators indicated they would accept handicapped children in their programs. (See Table 9, Section V.) Approximately two-thirds of those who responded "yes" would be willing to register mentally or physically handicapped children, and almost all of these operators felt they would need some additional resources in order to do so. Additional staff was most often identified as being necessary for integrating handicapped children.

A number of operators were reluctant to commit themselves to registering severely handicapped children in their programs. Most of these operators would prefer to assess each child on an individual basis.

Parent Involvement

Members of the Advisory Committee felt that an effective means of parent involvement or parent communication was an essential component of a good child care program. Of the six methods identified for maintaining good communication with parents, all centres reported using at least one. (See Table 10, Section V.) All day care operators said they depended on daily contact with the child's parents to keep parents up to date on their child's, and the centre's, activities. This figure was lower (76.7%) in kindergarten, although one is likely to find more car pool arrangements among kindergarten parents, thereby making "daily contact" impossible.

A parent newsletter was the next most popular method used by day care (47.8%) and kindergarten (65.1%) operators. Scheduled parent interviews were fairly popular with kindergarten operators (41.8%) but not with day care operators (17.3%). This is mainly due to the fact that scheduled parent-teacher interviews are usually held during the day; this is not possible in a day care centre since working parents would not be able to attend. However, 39.1% of the day care centres do hold parent-teacher interviews as the need arises. Parent nights and scheduled evaluation reports, while very effective means of involving parents, were used by relatively few centres (23% and 26% respectively).

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Staff

Day care and kindergarten staff were studied in terms of training and experience, rate of turnover, and salaries and benefits. Each of these areas will be examined and discussed separately.

1. Staff Training and Experience:

For the purposes of this Study, six possible levels of training were identified: Early Childhood Diploma (generally a 2 year course); Early Childhood Development Degree (B.A.); B.A., B.Ed. (Elementary School Teacher); related B.A. (e.g., Psychology, Sociology); other (Nursing, music, early childhood courses, seminars, etc.); and no formal training.

Despite the fact that the Child Care Facilities Act does not require any type of training on the part of early childhood staff, 72% of full time day care staff and 73% of kindergarten staff do, in fact, have some kind of training. Almost half of those working in day care (42.5%) have Early Childhood Training, as opposed to 24% of kindergarten staff (19% diploma, 5% degree). On the other hand, elementary school teachers make up 8.5% of day care staff, but 25% of kindergarten teachers. A total of 28% of full time day care staff and 27% of kindergarten staff have no formal training. (See Table 11, Section V.)

In looking at the high proportion of early childhood staff who have some level of training, it is not surprising that a majority of people in the field are in favor of the introduction of some kind of regulation concerning staff certification. These figures also refute such common misconceptions as "anyone can teach preschoolers" and "day care workers are just babysitters." The majority of early childhood staff are trained, competent, and knowledgeable in the area of child development.

In terms of experience, an attempt was made to discover the extent of present staff's experience in preschool programs. Of those responding, 88%

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of kindergarten staff and 85% of day care staff have previous experience in preschool.

Table 12 shows the length of preschool experience for both day care and kindergarten staff.

TABLE: 12 Staff Experience

Years of Preschool Experience	Day Care Staff	Kindergarten Staff
1 - 5 years	77%	65%
6 - 10 years	13%	21%
11 - 15 years	10%	14%

Obviously, the majority of staff in both day care and kindergarten are relatively new to the field, having 5 or less years of overall preschool experience. Before discussing this further, it is necessary to examine the rate of staff turnover in centres, as well as staff salaries and benefits.

2. Rate of Turnover

Based on responses received from day care and kindergarten programs, it appears that the rate of staff turnover for both groups is fairly high. As Table 13 indicates, the majority of staff in all programs have been at their present centres for 3 years or less.

TABLE: 13 Years at Present Centre

Years	Day Care Staff	Kindergarten Staff
1 - 3	69%	80%
4 - 6	21%	10%
7 - 9	5%	4%
10 - 12	3%	4%
13 - 15	2%	2%

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These figures are even more striking when one considers that 33% of day care staff and 47% of kindergarten staff have only been with their present centres for 1 year. Overall, only 10% of staff involved in early childhood on P.E.I. have been involved with their present centres for more than 6 years.

In calculating the rate of turnover for staff, an average was taken of the majority (90%) of workers in both kinds of programs. It was found that the average day care staff person remained at a centre for 3 years; an average kindergarten staff person was at a centre for 2 years.

It is very difficult to compare this figure with rates of turnover in other provinces since there is very little information available in this area. In a recent study done in a municipality outside of Toronto, however, it was found that trained day care staff stayed at a centre for an average of 39 months. This is very close to P.E.I.'s figure of 36 months for day care staff.

3. Salaries and Benefits

All licensed centres were asked to share with us the hourly wages of staff, that we might determine an average staff salary for the Province.

While the average salary per hour for day care staff ($5.37 full time, $4.82 part time) and kindergarten staff ($6.14) gives a fairly good idea of a typical salary, it is more informative to look at the distribution of different hourly wages.

Table 14 shows the distribution of salary levels among day care and kindergarten staff.

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TABLE: 14 Salary Distribution

Hourly Wage	% of Full Time Day Care Staff	% of Part Time Day Care Staff	% of Kindergarten Staff
Less than $5.00/hr.	50%	50%	33%
$5.00 - $5.99/hr.	13%	28%	23%
$6.00 - $6.99/hr.	28%	22%	13%
$7.00 - $7.99/hr.	5%	0	13%
$8.00 - $8.99/hr.	5%	0	8%
More than $9.00/hr.	0	0	10%

Table 14 shows that half of day care staff who responded to this question earn less than $5.00 per hour. Part time day care staff earn the lowest wages. Only 10% of full time day care staff earn more than $7.00/hour, while 30% of kindergarten staff earn more than $7.00/hour.

Higher salaries among kindergarten staff may be due to a number of reasons. The higher child-staff ratios (12:1) allowed in kindergarten programs permit an operator to enroll more children per teacher, thus generating higher income. Many kindergartens operate in facilities which are donated, resulting in significantly lower operating costs. As well, most kindergartens do not have the additional expense of food, as in most programs children bring their own snack. And finally, many kindergartens depend on parent volunteers to complete their staff requirement, whereas this is usually not possible in day care since parents are working.

It would generally be expected that staff with formal Early Childhood training would earn higher salaries. This is not necessarily true. Average salaries are only slightly higher for those with Early Childhood training. (See Table 15, Section V.) A full time trained day care worker only earns $.25 per hour more than a staff person without Early Childhood training. Part time day care workers earn $.08 per hour more with training, and kindergarten staff with Early Childhood training actually earn $.51 per hour less than the average kindergarten wage.

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In looking at the salary distribution among Early Childhood trained staff, it appears that formal training does make a difference at the lower end of the scale for day care staff, as only 30% as opposed to 50% earn less than $5.00 per hour. For kindergarten staff, the percentage earning less than $5.00 per hour remains the same at 33%. However, in the general kindergarten salary distribution, 10% of the staff earned more than $9.00 per hour; this drops to 0% for staff with Early Childhood training.

TABLE: 16 Salary Distribution for Staff With Formal Early Childhood Training

Hourly Wage	Day Care	Kindergarten
Less than $5.00	30%	33%
$5.00 - $5.99	35%	11%
$6.00 - $6.99	26%	33%
$7.00 - $7.99	4%	11%
$8.00 - $8.99	4%	11%

After examining the salary levels of day care and kindergarten teachers, it is not surprising to learn that relatively few receive any benefits from their employment. The average full time day care staff person works 8 hours per day, 5 days per week, and for 12 months per year. All full time day care staff receive vacation benefits (this is required by law). In some cases, staff have paid holidays; in other cases, vacation pay (4%) is included in their salaries. Only 76% of the centres give their staff sick days. In some cases, while the staff person is paid for a sick day, it is the staff person's responsibility to pay for a substitute. A total of 71% of the centres provide meals for their full time staff. Almost all staff eat their meals with the children. Approximately two-thirds of day care staff are allowed a dinner break; this usually occurs after the noon meal.

Only one centre provides Blue Cross and life insurance. Employees at this centre, however, are unionized (Public Service Association). In most cases, the number of staff per centre is so small that group rates are not

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an incentive. Also, as the majority of day care staff are women, many are covered under their spouse's insurance plans, and therefore are not interested.

In a few cases, centres provide for staff development by paying membership fees to the Early Childhood Development Association (18%), workshop fees (35%), and by giving time off for workshop attendance (41%). (See Table 17, Section V.)

Part time day care staff receive even fewer benefits. Only 64% of part time staff receive vacation benefits. Although the law requires part time staff to receive vacation pay, it is not required for staff who work less than 24 hours per week. Since 40% of part time day care staff work 3 hours or less per day (Table 18, Section V), there is no discrepancy.

Only 36% of centres offer part time staff sick days. Workmen's Compensation, Blue Cross, and life insurance are available at only one centre.

As with day care, kindergarten staff receive relatively few employment benefits. Only 48% of the centres allow vacation benefits; however, 50% of all kindergarten staff in this sample work 3 hours per day or less. (See Table 19, Section V.) Only 64.5% of the centres pay for sick days. Again, in some cases the staff person must then pay the salary of her substitute. Table 20 (Section V) gives a complete breakdown of benefits for kindergarten staff.

In reviewing staff salaries and benefits, and in light of the insecurity most day care and kindergarten staff find in their jobs, it is not surprising that the rate of staff turnover is high, and that most people in this field move on to something else after 5 years. Even more relevant to the rate of turnover, however, is that the average early childhood teacher seems to have a fairly low self-image on a professional level. Many seem almost apologetic in admitting to others that they work with young children. This is a result of a common misconception on the part of society that "anyone can play with children," "all they do is babysit," "you don't need any training to cut and paste," etc, etc.

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There are discrepancies even within the early childhood field itself. Day care still suffers from its war-time "welfare" image. Many kindergarten staff see themselves as being more competent than day care staff. Parents, too, often view a kindergarten program as a step above day care. This type of reasoning carries on throughout the school years, with high school teachers seen as being more intelligent and "knowing more" than elementary school teachers, and university professors seen as being more intelligent than all the rest.

Today, there are more people than ever before in the field of early childhood development who have formal training, and who understand and appreciate the importance of their positions. Parents, more than ever before, are aware of what goes on developmentally in the first years of life. It is possible that changing trends in society will provide the necessary motivation, incentive, and self-satisfaction for staff to stay in their chosen field.

Financial Status

In examining the financial status of licensed child care facilities, operators were asked to share information with us concerning their yearly costs for salaries, food, supplies, rent, heat, etc., as well as all sources of income. A total of 17 (68%) of the day care centres and 31 (76%) of the kindergartens responded to this part of the Study.

Taken collectively, licensed child care facilities constitute a million dollar industry on P.E.I. Day care centres alone pay over $500,000 annually in staff salaries. Table 21 shows a breakdown of yearly costs for day care centres.

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TABLE: 21 Day Care -- Yearly Costs

	Church	Community	Co-op	Private	Total
Salaries	$36,900	$235,379	$40,080	$202,252	$514,611
Operating Costs	4,245	22,260	7,620	48,333	82,458
Food	3,360	28,257	7,500	38,080	77,197
Supplies	940	17,058	3,500	20,978	42,476
TOTAL	$45,445	$302,954	$58,700	$309,643	$716,742

It should be noted that in responding to the Budget Questionnaire, several private day care operators did not include their own salaries as an expense of the day care centre, even though the operator was a full time staff person at the centre. Since these operators consider themselves to be "self-employed," their salaries tend to vary from week to week due to fluctuating enrollment, rising costs, unforeseen expenditures, etc. Therefore, the figure of $202,252 in Table 21 (Private Centre Salary Costs) should actually be higher. (Estimated at $75,000).

With 17 day care centres responding to this portion of the Study, the average amount spent by a centre in 1982 was $42,161. It should be stressed that this is an average amount, and will actually be higher or lower, depending on the number of children enrolled.

Howard Clifford, National Day Care Consultant (Health and Welfare Canada), has stated that any money put into day care is 1.5 - 3 times more labour intensive than money put into industry, because of the lower capital costs. In this Province, 72% of the total amount spent in 1982 by day care centres was spent on salaries. Operating costs, which include rent, heat, electricity, telephone, insurance, and advertising, amount to 11.5% of the total spent. Food accounts for 10.7%, while actual supplies only amount to 6% of the total.

Table 22 shows total income of the day care centres. Yearly parents' fees include the amount spent through the Child Care Subsidy Program for

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day care placements, and represent over 95% of the total income of centres. The amounts included in "Other Income" apply to only a few centres, and are not "day care" grants, but rather Canada Community Service Projects (Employment and Immigration), building grants, etc.

TABLE: 22 Total Income of Day Care Centres, 1982

Day Care -- Yearly Parents Fees (includes subsidies)

Church	Community	Co-op	Private	Total
$42,000	$274,353	$60,000	$333,624	$709,977

Day Care -- Other Income

	Church	Community	Co-op	Private	Total
Grants	-	$ 22,434	-	$ 3,600	$ 26,034
Other	-	5,820	-	1,323	7,143
Total	-	28,254	-	4,923	33,177
% of total income	-	9.3%	-	1.4%	4.5%

An important factor not considered in Table 22 is the contribution of both community and parents to day care centres. While only one community centre does not pay rent, several other community centres report very low operating costs because of low rents, etc., being charged. In some cases, parents assist with cooking, cleaning, maintenance, etc., in an effort to keep costs down.

Given the fact that several centres based their figures on estimates rather than actual records, that "donations in kind" to centres do not have an accurate dollar value, and that grants are awarded to very few centres, it is almost impossible to arrive at an average income that would be valid. However, even a rough comparison of the figures obtained shows that day care centres are operating very close to the break-even point.

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Table 23 shows responses of day care operators when asked if their centre broke even (balance), showed a profit, or showed a loss for 1982.

TABLE: 23 Day Care -- Financial Status

	Church	Community	Co-op	Private	Total	Total %
Profit	-	1	-	2	3	18%
Balance	1	3	1	2	7	41%
Loss	-	2	-	5	7	41%

The financial status of licensed kindergarten programs on P.E.I. varies slightly from that of day care centres. On the whole, kindergartens appear to be more stable and in less financial difficulty. This seems to be a result of a more stable enrollment (parents tend to place a child in a kindergarten program for the "school year," while parents may place a child in a day care centre as the need arises), and an incredible amount of community and parent support.

Table 24 gives a breakdown of the yearly costs of operating kindergarten programs.

TABLE: 24 Kindergarten -- Yearly Costs

	Church	Community	Co-op	Private	Total
Salaries	$53,364	$54,087	$37,534	$54,555	$199,540
Supplies	4,811	7,634	5,474	16,350	34,269
Operating Costs	5,243	688	1,685	18,030	25,646
TOTAL	$63,418	$62,409	$44,693	$88,935	$259,455

The total cost of kindergarten for 1982 was $259,455, bringing the total cost of licensed child care in P.E.I. to $976,197 for 48 centres. The major portion of this is spent on P.E.I., with a small percentage of "supplies" being purchased in other provinces.

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As with day care, most of the costs are for salaries (kindergarten, 77%; day care, 72%). Supplies account for 13.2% of the cost, and operating costs represent 10% of the total. Operating costs vary substantially among the various types of kindergarten programs. It is interesting to note that none of the community sponsored kindergartens in our sample pay rent, heat, electricity, or telephone charges. This also applies to one private program, 2 co-ops, and 3 church sponsored programs. Overall, 40% of the kindergartens in this sample pay nothing for rent, heat, or electricity. School Boards have donated space to 21% of the kindergartens in this sample, which accounts for many of those who do not pay rent.

Table 25 shows the total amount of income received in 1982 by licensed kindergarten programs in our sample.

TABLE: 25 Total Income Received by Kindergartens, 1982

Kindergarten -- Yearly Parents Fees (includes subsidies)

Church	Community	Co-op	Private	Total
$60,545	$61,150	$40,415	$114,674	$276,784

Kindergarten -- Other Income

	Church	Community	Co-op	Private	Total
Grants	0	$26,354	$12,034	0	$ 38,388
(Average Grant)	(0)	(5,271)	(4,011)	(0)	(-)
Other	$ 100	5,988	2,120	$ 1,065	9,273
Total	100	32,342	14,154	1,065	47,661
% of total income	.16%	36%	26%	.92%	14.7%

Community and cooperative kindergartens both seem to have a fairly substantial portion of their total income (36% and 26% respectively) provided by various types of grants. These grants are, for the most part, Canada Community Service Project Grants (Employment and Immigration) and

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are meant to provide employment. They are 3 year diminishing grants, with capital costs allowed in the first year.

Community and parent support seems to occur to a much greater extent in kindergarten than in day care. Since 50% of kindergartens operate for 3 hours or less per day, and kitchen facilities are not required, these programs are more likely to receive free space. Many kindergarten operators report that parent volunteers are used to complete their staff requirement. As was mentioned earlier, this is more likely to happen in kindergartens since the majority of "kindergarten mothers" are not employed.

Given the variables (community support, parent volunteers, estimated rather than actual budget figures), it is not possible to arrive at an average figure for income or expenses for kindergarten programs. Rough calculations show that kindergarten programs are at least breaking even.

Table 26, which shows kindergarten operators' responses as to their overall financial status, confirms this observation.

TABLE: 26 Kindergarten -- Financial Status

	Church	Community	Co-op	Private	Total	Total %
Profit	1	5	3	4	13	36%
Balance	3	6	2	9	20	56%
Loss	1	-	-	2	3	8%

While conclusions based on all data will be discussed in Section IV, it is useful to make a few general observations here regarding the financial status of licensed centres.

Very obviously, salaries are the biggest expense for child care centres. Very little money is spent on supplies, and most of that is spent on usable items such as paper, paint, clay, pencils, etc. Therefore, very few centres

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have any substantial assets. Only those operators who own their building/ property in which the centre is located have managed to accumulate any equity. (This applies to 3 kindergartens and 4 day care centres in our sample.)

Quite a few of those centres who did not respond to budget questions declined because they did not know what their budgets were. Some claimed not to have a budget. Even among those who did respond, several operators had to estimate figures because they did not have actual records. In a few cases, estimates seemed either too high or too low, based on other information received.

Table 27 shows the numbers of centres who feel they will still be open in 6 months, and in 5 years. With 41% of day care centres in our sample claiming a loss for 1982, it is not surprising that only 43% (57% to close) of all the day care centres predict they will be open in 1988.

TABLE: 27 Future Trends

Day Care

	Church	Community	Co-op	Private	Total	Total %
Open in 6 months	1	6	-	13	20	87%
Open in 5 years	1	3	-	6	10	43%

Kindergarten

	Church	Community	Co-op	Private	Total	Total %
Open next year	8	14	7	13	42	98%
Open in 5 years	8	12	4	10	34	79%

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Table 28 shows the reasons cited by these centres in predicting they will close.

TABLE: 28 Reasons For Not Being Open

Day Care -- of 13 centres projecting to close, reasons are:

	Church	Community	Co-op	Private	Total	Total %
Lack of funds	-	3	1	6	10	77%
Lack of children	-	1	1	1	3	23%

Kindergarten -- Of 9 centres projecting to close, reasons are:

	Church	Community	Co-op	Private	Total	Total %
Lack of funds	-	2	3	2	7	78%
Lack of children	-	-	1	1	2	22%

Members of the Advisory Committee questioned these figures, in light of the obvious lack of administrative skills among some of the centres. While admitting that there was some degree of validity to these figures, members felt it was more of a reflection of the pessimism felt among licensed operators.

A final observation is that licensed centres depend almost totally on parents' fees for their income. In 1982, this amounted to $986,761 for the 48 centres in our sample. Since this amount also includes fees paid to a centre for a child in the Child Care Subsidy Program, the total amount of subsidies for the 48 centres involved was calculated. This amounted to $289,065 which represents 29% of fees received.

II SERVICE USERS

Parent Profile

To obtain data for Section II, a short questionnaire was developed for parents whose children are presently enrolled in licensed child care facilities. These questionnaires were distributed by the licensed centres participating in the Study. Parents returned the questionnaires to the centres in sealed envelopes, which were then either mailed to the Department in pre-stamped envelopes, or collected at the time of the interview. (See Appecdix C for Parent Questionnaire.) (Please note that this method precluded the involvement of any parents who are not currently using licensed centres.)

Questionnaires were coded as to program type (kindergarten or day care) as it was assumed that parents' responses would be different, depending on the type of program used.

Excellent cooperation on the part of parents and licensed operators alike contributed to an overwhelming response rate for this type of survey. A total of 837 questionnaires were returned out of a possible 1,300, for an overall response rate of 64.4%. A total of 219 responses were received from day care programs (54.8%) and 618 responses from kindergarten programs (68.7%). The population of 1,300 was arrived at by looking at the total population of children in licensed programs (1,643), and then making allowances for parents in those centres which did not participate, as well as centres which did not distribute the questionnaires. Allowances were also made for parents whose child attends 2 programs (i.e., kindergarten and day care) and therefore, was counted twice, and for those parents unable to read, and who therefore were not given a questionnaire.

The parent questionnaire attempted to obtain a profile of families using licensed child care. Table 29 shows the family type, age of parents, number of children in the family, and number of children in the program.

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TABLE: 29 Parent Profile

	Day Care	Kindergarten	Total %
1. Family Type:			
two-parent	69.6%	91.3%	85.5%
one-parent	30.4%	8.7%	14.5%
2. Age:			
19 - 24	13.2%	5.7%	
25 - 34	64.2%	69.2%	
35 - 44	20.8%	23.5%	
45+	1.9%	1.6%	
3. Number of Children: (< = or less)			
in family	91.7%=3<	89.8%=3<	90% =3<
	78.8%=2<	69.9%=2<	66.5%=2<
in program	81.1%=1	98.1%=1	93.5%=1

The above data shows the majority of parents in this sample are in two-parent families, between 25 and 34 years old, have no more than 3 children in the family, and have only one of those 3 in a licensed program. Of the remaining 18.9% of day care respondents who had more than 1 child in the program, only one family had 3 children enrolled. This figure may show that parents who need alternate child care for 2 or more children generally cannot afford licensed day care. (Average day care cost = $10 - $11 per day per child.) It is not surprising that 98.1% of kindergarten families have only 1 child in the program, as kindergartens generally register children who will be entering grade 1 the following year.

Table 30 shows the total income of families in our sample.

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TABLE: 30 Family Income

	Day Care	Kindergarten	Total %
0 - 9,999	23.6%	6.9%	11.7%
$10,000 - 14,999	9.9%	17.4%	15.4%
$15,000 - 20,999	16.7%	21.9%	20.7%
$21,000 +	49.8%	53.7%	52.3%

A surprising number of families in both groups earn more than $21,000 per year. Unfortunately, there is no data concerning the distribution of income levels above this figure. It is therefore possible that either a substantial number of people using day care/kindergarten earn high salaries, or that a substantial number of two earner families, with each parent earning a modest income, are using day care and kindergarten.

In examining family income by family size and type, some interesting observations were made using Statistics Canada Poverty Lines, 1982*. In looking at the day care sample, 55% of single parents with one child are currently living below the poverty line. Of single parents with two children who responded, 65% are living below the poverty line. Very few two parent families using day care live below the poverty line. In fact, the majority of families in this group with 1, 2, and/or 3 children earn over $15,000 per year.

With 44 single parent families with a child in kindergarten responding to our questionnaire, close to 68% are currently living below the poverty line. Approximately 25% of 2 parent families in the kindergarten sample are also living below the poverty line.

Table 31 shows the percentages of parents in our sample who received any subsidy through the Child Care Subsidy Program. While the data shows that 9.6% of parents sampled received subsidy, data obtained from licensed centres (Section I) shows that in 48 centres, 29% of the total fees paid came from the Child Care Subsidy Program. It seems clear that a substantial number of parents currently receiving subsidies did not respond to this survey.

* Population of Area Residence, less than 30,000.

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TABLE: 31 Subsidization

	Day Care	Kindergarten	Total %
None	70.5%	95.1%	88.3%
Partial	4.6%	1.2%	2.1%
Total	24.9%	3.7%	9.6%

As a final piece to the parent profile, the number of earners per family was determined. Table 32 shows these results.

TABLE: 32 Number of Earners

	Day Care	Kindergarten	Total %
0	17.2%	5.3%	9.2%
1	32.1%	55.2%	48.7%
2	50.7%	39.5%	42.1%

The above data has raised the question as to what happens to almost 40% of children in kindergarten after their half-day program, since both parents are working. It is known that many parents pick up their child at noon, and take the child to a day care centre for the rest of the day. It is assumed, however, that the majority of these children spend the afternoon with a relative or babysitter.

Reason For Use

Parents were asked to indicate their one major reason for using their program. Table 33 shows their responses.

TABLE: 33 Major Reason

	Day Care	Kindergarten	Total %
Employed	58.7%	1.3%	16.4%
School Readiness	34.9%	97.7%	81.2%
Special Needs	4.1%	.5%	1.4%
Free time	2.3%	.5%	1.0%

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A surprising number of parents (34.9%) indicated that "school readiness" was their major reason for using a day care centre. Since parents were only allowed to choose one reason, it is possible that these parents were employed as well. In that case, parents who recognized the benefits of a high quality developmental program may have chosen day care for that reason, rather than use a private babysitter.

Because of the large number of part time spaces in day care centres, an attempt was made to determine if any relationship existed in this area between parents' reasons for use and geographic location. Table 34 gives these results.

TABLE: 34 Reason for Use of Day Care by Region

Region	Employed	School Readiness	Special Needs	Free Time
O'Leary	33.3%	50%	16.7%	0
Summerside	84.2%	15.8%	0	0
Charlottetown	70.9%	22.7%	4.3%	2.1%
Montague	13%	82.6%	2.2%	2.2%
Souris	66.7%	0	16.7%	16.7%

It appears that many parents in the O'Leary and Montague areas are using day care for school readiness. These high percentages tend to correspond to the percentage of part time spaces in these 2 regions (O'Leary, 40% part time; Montague, 75% part time). Discussions with day care operators confirm the observation that many parents use day care on a part time basis for school readiness. In the Montague area, operators claim that very few children are attending their centres for parent's employment reasons. These operators cite rural isolation, transportation, and cost as factors contributing to the large number of part time spaces. (See Section III, Child Care Services on P.E.I.) Parents in this region seem to use day care for the same reasons that parents in other regions make use of day cares, kindergartens and nursery schools.

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With the larger populations in the Charlottetown and Summerside areas, there are more parents who would likely need day care because of full time employment reasons. The lower percentages of part time spaces (29% and 27%) and parents using day care for school readiness (22.7% and 15.8%) seem reasonable.

In the Souris area, none of the parents in our sample use day care for school readiness. With 50% of spaces in Souris being part time, it seems that many parents are employed on a part time or seasonal basis.

Finally, it should be pointed out that since 35% of parents choose day care for school readiness, parent satisfaction regarding program quality in these centres must be high. Once again, this refutes the notion that day care is a "babysitting service."

Factors Influencing Choice

Parents were asked to rate the importance of 8 factors which may have influenced their choice of child care program. These factors include cost, meals, hours of operation, parent involvement, location (convenient for you), centre's activities for children, staff, and reliability. Each factor will be discussed individually.

1. Cost

Table 35 shows parents' responses to cost as a factor in choosing their centre.

TABLE: 35 Cost

	Day Care	Kindergarten
1. didn't matter	20.2%	29.6%
2. slightly important	28%	30%
3. important	38.5%	30.8%
4. a major factor	5.8%	5.6%
5. extremely important	7.8%	4.0%

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Based on their experiences, members of the Advisory Committee strongly disagreed with the data in Table 35, and offered a number of interpretations. According to Table 35, cost either didn't matter or was only slightly important to 48.2% of parents in day care, and 59.6% of parents in kindergarten. Cost ranges from important to extremely important for 52% of day care parents and 40.4% of kindergarten parents. However, only 13.6% of day care parents felt cost was either a major factor or extremely important, along with 9.6% of kindergarten parents.

Members of the Advisory Committee felt that cost was very definitely a major factor in choosing a child care program. One interpretation offered for Table 35 was that since most programs charge the same rate, cost would not be a factor in choosing one program over another.

Also, it seemed possible that since many parents earned more than $21,000 per year, cost would not be a factor in those cases. Tables 36 and 37 show parent responses concerning cost by family income levels.

TABLE: 36 Day Care: Cost Response by Income Level

	0 - $9,999	$10 - 14,999	$15 - 20,000	$21,000 +
Didn't matter → Slightly important	38%	30%	39%	58%
Important → Extremely important	62%	70%	61%	42%
Major factor → Extremely important	20%	25%	15%	8%

TABLE: 37 Kindergarten: Cost Response by Income Level

	0 - $9,999	$10 - 14,999	$15 - 20,000	$21,000 +
Didn't matter → Slightly important	40%	48%	57%	67%
Important → Extremely important	60%	52%	43%	33%
Major factor → Extremely important	31.4%	22.5%	7%	4.5%

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These tables show that as income level rises, the percentage of parents who find cost to be important decreases. This decrease, however, is very slight. Even in the highest income group, cost was important to extremely important for 42% of day care and 33% of kindergarten parents. As one member pointed out, if cost is important to extremely important for those who are actually paying it, the question then becomes, "How important is cost for those not using licensed care?".

Tables 36 and 37 also show that 38% of day care parents and 40% of kindergarten parents in the lowest income group felt that cost either didn't matter or was only slightly important. It is possible that a large number of people in this group are receiving subsidy, and therefore cost would not be important. On the other hand, this group may have considered cost to be very important, as they could not use the program without subsidy. Table 38 shows the responses of parents receiving full subsidy.

TABLE: 38 Cost Response of Parents Receiving Full Subsidy

	Day Care	Kindergarten
Didn't matter → Slightly important	41.7%	57.2%
Important → Extremely important	58.4%	42.9%
Major factor → Extremely important	18.8%	4.8%

Obviously, this group of parents interpreted the cost factor in two different ways.

Based on the varied experiences of Advisory Committee members in the child care field, their knowledge of parents withdrawing children because of increases in daily rates, knowledge of licensed operators who barter goods/services with parents where cost would prohibit a child's enrollment, knowledge of lost revenue to centres because parents could not pay, along with the variety of interpretations possible, it is difficult to determine the validity or significance of data obtained from parents' responses concerning cost.

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Committee members stressed that the responses obtained were from parents who could afford licensed child care fees. The importance of cost to those not using licensed care is still an unknown factor, and interpretations for this group should not be made from this data.

2. Meals

Meals were rated as being important to extremely important for 77.9% of parents using day care. It is not known whether it was the nutritional value of these meals that was considered important, or just the fact that meals were prepared and served by the centre, an arrangement which working parents would definitely find convenient.

As was expected, 97.3% of kindergarten parents felt meals either didn't matter or were only slightly important. Since kindergarten programs are generally 2 1/2 to 3 hours duration, meals are not served.

3. Hours

Hours were considered important to extremely important for 83.8% of day care parents, while 87.1% of kindergarten parents felt hours to be only slightly important to important. Again, these responses were expected. Working parents would naturally find a centre's hours of operation a major factor, since they would have to coincide with the parent's hours of employment. This also holds true for those parents using day care for school readiness. Operators report that in cases where a child attends day care even though one parent is at home, it is the working parent who usually provides transportation, at least one way.

Since the majority of kindergarten families are two parent families with one earner, this group can be more flexible regarding hours of operation. Most kindergarten programs follow the same hours, although some open earlier to accommodate the working parent who provides transportation.

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4. Parent Involvement

Committee members had some difficulty in interpreting parents' responses on this factor. Table 39 shows parents' responses.

TABLE: 39 Parent Involvement

	Day Care	Kindergarten	Total %
1. didn't matter	16.8%	15.9%	16.2%
2. slightly important	19.2%	16.4%	17.2%
3. important	40.4%	47.2%	45.2%
4. a major factor	11.1%	9.7%	10.1%
5. extremely important	12.5%	10.7%	11.2%

Responses from day care and kindergarten parents were very similar on this factor, with a total of 66.5% of all parents feeling their involvement was important to extremely important. However, a surprising 33.4% of parents felt their involvement with their child's child care program either didn't matter or was only slightly important. Among child care professionals, parent involvement is seen to be an important element of a good child care program.

In their discussions, Committee members questioned parents' interpretation of the word "involvement." It was pointed out that "involvement" could range from talking with staff at the end of the day, receiving a newsletter, or driving to the rink once a month, to being a classroom volunteer, raising funds, doing maintenance work on weekends, or sitting on the Board of Directors.

It is accurate to say that for the majority of parents in our sample, some type of parent involvement is important to extremely important. For many other parents, however, their "ideal" level of involvement is simply not realistic, due to job and family commitments. This may be an explanation of the relatively high percentage of parents who rated "parent involvement" at the lower end of the scale.

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5. Location

A majority of parents in both groups (78.4% day care, 77.5% kindergarten) felt the location of their child care program ranged from important to extremely important in their choice of a program.

This response is understandable, and should be of interest to those who may be contemplating a new child care program for the Province, including proponents of public kindergarten, in case transportation becomes a factor.

6. Activities

The centre's activities for children ranged from important to extremely important in the choice of a program for an overwhelming majority of parents (99.5% day care, 97.5% kindergarten). This response is an indication of the importance of program content in a child care program. Parents, on the whole, are more aware today of what to look for in a child care program. Day care and kindergarten operators alike would do well to be clear on their program, including their goals and objectives, when discussing child care with parents.

7. Staff

Staff in day care and kindergarten programs is clearly the most important factor in influencing a parent's choice of a child care program. Parents' responses concerning staff can be seen as a great compliment to staff's dedication, commitment, and skill in working with young children.

A full 100% of day care parents and 97.8% of kindergarten parents felt staff were important to extremely important in their choice of a program. In light of these responses, operators should give careful consideration to

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their choice of staff. As well, concerns expressed in Section I regarding staff (low wages, lack of job security, professional image, rate of turnover) should be examined seriously by those in the field.

8. Reliability

Again, a majority of parents feel a centre's reliability is important to extremely important in choosing a child care program. This factor was slightly more important to day care parents (89.6%) than kindergarten parents (77.9%), an understandable difference since working parents depend heavily on their child care arrangements. Working parents have a good deal of difficulty in locating alternate arrangements if a centre should be closed for other than statutory holidays.

With a higher percentage of 2 parent/1 earner families in the kindergarten sample, there is more room for flexibility in this area.

In summary, the factors influencing a parent's choice of day care, in order of importance, are:

1)	Staff	100%	(important, major factor, or extremely important)
2)	Activities	99.5%	"
3)	Reliability	89.6%	"
4)	Hours	83.8%	"
5)	Location	78.4%	"
6)	Meals	77.9%	"
7)	Parent involvement	64%	"
8)	Cost	52%	"

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Factors influencing a parent's choice of kindergarten, in order of importance, are:

1)	Staff	98.5%	(important, major factor, or extremely important)
2)	Activities	97.5%	"
3)	Reliability	77.9%	"
4)	Location	77.5%	"
5)	Parent involvement	67.6%	"
6)	Hours	50.4%	"
7)	Cost	40.4%	"
8)	Meals	2.7%	"

Finding a Program

Parents in our sample were asked if they were able to find the type of program they wanted, and if not, why. According to their responses, almost all were able to find what they were looking for.

Based on 837 responses, only 35 parents reported they were not able to find the program they wanted. A positive response was given by 96% of all parents in our sample.

The most common reason given for not being able to find a program was that no such program existed in the area (day care - 5 parents; kindergarten - 12 parents). For 1 day care parent and 6 kindergarten parents, transportation was a problem. A total of 6 parents (3 day care, 3 kindergarten) found the program too expensive. In 3 cases (1 day care, 2 kindergarten) the program was full, and for 2 kindergarten parents, the hours were not suitable.

Since this Committee's mandate was to study licensed child care services on P.E.I., there is no data available for this report concerning those parents who are not using licensed child care. It is assumed that many parents in this category were not able to find the type of program they wanted, for any one or more of the reasons given.

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Level of Satisfaction

In asking, "How satisfied are you with your present child care program?", responses show that 96.2% of all parents sampled are either satisfied or very satisfied and would recommend their child's program to others.

Although the level of parent expertise in assessing child care programs cannot be measured, the high level of satisfaction with existing programs cannot be easily dismissed. Ultimately, most parents base their level of satisfaction on their child's level of satisfaction, i.e., eagerness to attend, positive remarks, overall happiness, etc. Parental satisfaction is a good indicator of a warm and friendly attitude toward children found in most centres, along with a good deal of positive interaction.

III CHILD CARE SERVICES ON P.E.I.

1. Availability of Services

It is extremely difficult to accurately determine the availability of child care services in this Province. While it is possible to consider the Island geographically, locate licensed centres, and identify unserviced areas, the proportion of licensed spaces to preschool population must be estimated.

The actual number of licensed spaces on P.E.I. is determined by the Life Safety Code, and is based on the square footage of each centre. During the licensing procedure, the Provincial Fire Marshall's office will determine the maximum number of children which may be accommodated in that centre at any one time. The sum total of licensed spaces for all centres shows the actual number of licensed spaces in the Province.

In many cases, however, when a centre is located in a fairly spacious area, the number of licensed spaces allowed far exceeds any reasonable number which an operator would like to have in her program. (The Child Care Facilities Board recommends no more than 35 children be present at any one time.) The total number of children an operator will allow is an arbitrary one. Most operators try to gear their ideal enrollment figures to correspond to the number of staff employed. However, many operators claim they would hire additional staff if enough children enrolled.

This section, therefore, will determine the actual number of licensed spaces by region, the proportion of spaces to regional preschool population, the actual number of children enrolled, the percentage of use, the number and percentage of actual licensed spaces still available, and a realistic estimate of the number and percentage of spaces still available. (Estimates are based on current knowledge of centres' operation, and represent a more realistic number of spaces licensed centres are prepared to handle.)

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Day Care:

Table 40 shows the availability and use of day care and family day care programs across the Province.

The preschool population is based on Statistics Canada 1981 Census (P.E.I. Profile, 0-4 year population), along with preliminary enrollment figures for Grade 1, September, 1983 (to determine number of 5 year olds). Since the birth rate has remained fairly constant over the last number of years, this is a reasonable estimate of regional preschool population.

Data for Regions 4 and 5 has been combined, since there is often an overlap of children and centres.

TABLE: 40 Availability & Use of Day Care Across the Province

	Region 1	Region 2	Region 3	Regions 4-5	Total
Preschool population	1,351	2,711	5,806	1,423	11,291
# licensed spaces	31	97	578	140	846
% of licensed spaces to population	2.3%	3.6%	10%	10%	7.4%
# children enrolled	14	55	345	121	535
% of use	1%	2%	6%	8.5%	4.7%
Licensed spaces still available	19	50	283	77	429
% of licensed space availability to pop.	1.4%	2%	5.1%	6%	4%
Realistic estimate of # of available spaces	9	20	121	30	180
Estimate of % of availability to pop.	.7%	.75%	2.2%	2.3%	2%

In Table 40, the actual number of licensed spaces refers to full time spaces; number of children enrolled refers to actual number of children enrolled, and includes part time spaces. Therefore, in determining the

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actual number of licensed spaces still available, each part time space was counted as 1/2 full time space. For this reason, the number of licensed spaces still available, along with the number of children enrolled, may seem to exceed the actual number of licensed spaces per region.

The percentage of remaining availability of licensed spaces was determined by considering the number of licensed spaces still available and the preschool population not enrolled in licensed programs. This same procedure was used to determine the estimated percentage of available spaces.

The number of available licensed spaces and the estimated number of available spaces both refer to full time spaces. These numbers could conceivably be higher by offering some of the spaces for part time enrollment. This would also raise the proportion of licensed and estimated available spaces to the remaining preschool population.

It should also be pointed out that while the preschool population figures include children from birth to 5 years old, child care services for infants (birth - 2 years) are practically non-existent in this Province. Since regional figures for preschool population by age group are not available, it seems reasonable to estimate that those services that do exist are only available to 60% of the preschool population (2 - 5 year olds). This would raise the percentage of use, percentage of actual available licensed spaces, and estimated percentage of available spaces. Table 41 attempts to look at these adjusted percentages.

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TABLE: 41 Percentage of Use, Percentage of Actual Available Licensed Spaces, Estimated Percentage of Available Spaces, Based on 60% of Preschool Population By Region

	Region 1	Region 2	Region 3	Regions 4-5	Total
Preschool population	1,351	2,711	5,806	1,423	11,291
Adjusted population (2 - 5 year olds)	811	1,627	3,484	854	6,776
Adjusted % Use	1.7%	3.4%	10%	14%	8%
Adjusted % actual available licensed spaces	2.6%	3.2%	9%	10.5%	7%
Adjusted estimate of available spaces	1.2%	1.3%	4%	4%	3%

According to Table 41, approximately 8% of 2 - 5 year old preschool children in this Province are currently enrolled in licensed day care programs. Data also suggests that across the Province, spaces are available for approximately another 3% of P.E.I.'s preschoolers.

The remaining available spaces, however, are only appropriate for those children between the ages of 2 and 5 years old, and whose parents need child care between the hours of 7:30 a.m. and 5:30 p.m. Licensed care is simply not available (except in rare cases) for infants, school-age children of working parents, children whose parents are shift workers or temporary workers, or children who need emergency care. The extent of the demand for such services in the Province is unknown.

Day care services appear to be more readily available to children in Charlottetown and to children in King's County than any other areas of P.E.I. The West Prince area shows a very low use and/or availability of services.

While Tables 40 and 41 indicate the actual numbers of day care spaces available, it is necessary to examine the geographic location of licensed centres as well, in order to have a better understanding of the availability of day care.

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Appendix D (Section V) shows the location of licensed day care centres on P.E.I. It can be easily seen that despite the actual or estimated numbers of available spaces, the geographic distribution of licensed centres leaves large areas of the Province unserviced, and thereby reduces the level of availability in those sections to zero.

Whether or not the present level of available day care services on P.E.I. is sufficient depends on demand, and demand for day care services must take into account a number of variables. These variables include the kinds of day care service needed (infant, after school, evening, etc.); whether or not parents can afford the available service; parents' preferences for group or family day care; parental awareness and appreciation of the benefits of quality licensed programs; and what kinds of day care services can best be supported in unserviced areas.

Kindergarten:

In determining the availability and use of kindergarten programs, data was obtained from School Unit offices regarding their preliminary enrollment figures for the 1983-84 grade 1 classes. This was done in order to identify the population to be served.

School Units have been looked at individually, with a breakdown of services available in each school district. As with day care, the actual number of licensed spaces available (according to Fire Marshall's office) will be looked at, along with present use of kindergarten. Actual remaining and estimated remaining availability will then be considered.

Since it was discovered that a large number of children are enrolled in day care programs for school readiness purposes, and that many day care centres offer "kindergarten" programs, the number of children enrolled in programs of this sort has been added to the number of children actually enrolled in "kindergarten." This figure is then shown as a percentage of "overall" use.

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Tables 42 to 45 present data relating to kindergarten availability.

TABLE: 42 Unit 1

Total Number of Licensed Spaces

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Licensed Spaces	% of Licensed Spaces
Alberton	38	Alberton Kindergarten	38	100%
Bloomfield	47	Bloomfield Kindergarten	58	100%
Ellerslie	47	-	-	0%
O'Leary	45	O'Leary Smallfry Kinderg.	62	100%
St. Louis	41	St. Louise Headstart	66	100%
Tignish	65	Tignish Headstart	84	100%
Total	283		308	100%

Level of Use

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Children Enrolled	% of Use
Alberton	38	Alberton Kindergarten	38	100%
Bloomfield	47	Bloomfield Kindergarten	17	36.1%
Ellerslie	47	-	-	0%
O'Leary	45	O'Leary Smallfry Kinderg.	15	33.3%
St. Louis	41	St. Louis Headstart	19	46.3%
Tignish	65	Tignish Headstart	39	60%
Total	283		128	

Use of kindergarten - 45.2%

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Actual and Estimated Remaining Availability

	Actual # Remaining	Actual % Available*	Estim. # Remaining	Estimated % Available*
Alberton Kindergarten	0	0	0	0
Bloomfield Kindergarten	41	100%	31	100%
O'Leary Smallfry Kinderg.	47	100%	33	100%
St. Louis Headstart	47	100%	47	100%
Tignish Headstart	45	100%	45	100%
Total	180	100%	156	100%

* Based on 154 children entering Grade 1 without kindergarten

TABLE: 43 Unit 2

Total Number of Licensed Spaces

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Licensed Spaces	% of Licensed Spaces
Borden	28	Humpty Dumpty Kindergarten	38	100%
Kinkora	33	Kinkora Headstart	48	100%
Queen Elizabeth	76	Happy Days Playschool New London	114 74	100%
Summerside Area Schools	257	Summerside Area Kindergartens	362	100%
Total	394		636	100%

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Level of Use

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Children Enrolled	% of Use
Borden	28	Humpty Dumpty Kindergarten	12	42.9%
Kinkora	33	Kinkora Headstart	23	69.7%
Queen Elizabeth	76	Happy Days Playschool New London Kindergarten	35 15	66%
Summerside Area Schools	257	Summerside Area Kindergartens	175	68%
Total	394		260	

Use of Kindergarten -- 66%
Overall Use -- 69%

Actual and Estimated Remaining Availablility

	Actual # Remaining	Actual % Available*	Estim. # Remaining	Estimated % Available*
Humpty Dumpty Kindergarten	26	100%	26	100%
Kinkora Headstart	25	100%	25	100%
Happy Days Playschool	79	100%	35	100%
New London Kindergarten	59		33	
Summerside Area Kindergartens	187	100%	41	50%
Total	376	100%	160	88%

* Based on 134 children entering Grade 1 without kindergarten.

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TABLE: 44 Unit 3

Total Number of Licensed Spaces

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Licensed Spaces	% of Licensed Spaces
Charlottetown Area Schools (includes Cornwall)	748	Charlottetown Area Kindergartens	1,866	100%
Fort Augustus	26	-	-	-
St. Augustine's	14	St. Augustine's Preschool	80	100%
Stella Maris	19	Stella Maris Preschool	36	100%
St. Ann's	6	St. Ann's Preschool	28	100%
Englewood	30	Victoria Kindergarten	40	100%
Central Queens	43	Wheatley River Kinderschool	24	100%
		New Glasgow Preschool	36	
Total	886		2,110	100%

Level of Use

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Children Enrolled	% of Use
Charlottetown Area Schools (includes Cornwall)	748	Charlottetown Area Kindergartens	475	64%
Fort Augustus	26	-	-	-
St. Augustine's	14	St. Augustine's Preschool	11	79%
Stella Maris	19	Stella Maris Preschool	19	100%
St. Ann's	6	St. Ann's Preschool	6	100%
Englewood	30	Victoria Kindergarten	20	66%
Central Queens	43	Wheatley River Kinderschool	11	60%
		New Glasgow Preschool	15	
Total	886		557	

Use of kindergarten -- 63%
Overall use -- 70%

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Actual and Estimated Remaining Availability

	Actual # Remaining	Actual % Available*	Estim. # Remaining	Estimated % Available*
Charlottetown Area Kindergartens	1,391	100%	252	92%
St. Augustine's Preschool	69	100%	13	100%
Stella Maris Preschool	17	100%	19	100%
St. Ann's Preschool	22	100%	19	100%
Victoria Kindergarten	20	100%	20	100%
Wheatley River Kinder.	13	100%	13	88%
New Glasgow Preschool	21		9	
Total	1,553	100%	345	100%

* Based on 329 children entering Grade 1 without kindergarten.

TABLE: 45 Unit 4

Total Number of Licensed Spaces

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Licensed Spaces	% of Licensed Spaces
Belfast	20	Belfast Kindergarten	42	100%
Cardigan	24	-	-	-
Dundas	12	-	-	-
Eastern Kings	22	Eastern Kings Kindergarten	46	100%
Fortune	8	-	-	-
Georgetown	15	Georgetown Kindergarten	24	100%
Montague	86	Montague Kinderg. Co-op	44	51%
Morell	26	-	-	-
Mt. Stewart	9	*	*	*
Rollo Bay	16	-	-	-
St. Peter's	15	-	-	-
St. Teresa's	9	-	-	-
Souris	36	Souris Kindergarten	48	100%
Southern Kings	52	-	-	-
Tracadie Cross	19	-	-	-
Vernon River	29	-	-	-
Total	398		204	51%

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(from page 49, * Mt. Stewart - offers a short readiness program for children entering Grade 1. This program is sponsored by the School Unit, and is not licensed under the Child Care Facilities Act.)

Level of Use

Elementary School	# Children Enrolled Gr. 1, 83-84	Available Kindergarten	# of Children Enrolled	% of Use
Belfast	20	Belfast Kindergarten	14	70%
Cardigan	24	-	-	-
Dundas	12	-	-	-
Eastern Kings	22	Eastern Kings Kindergarten	7	32%
Fortune	8	-	-	-
Georgetown	15	Georgetown Kindergarten	11	73%
Montague	86	Montague Kinderg. Co-op	44	51%
Morell	26	-	-	-
Mt. Stewart	9	*	-	-
Rollo Bay	16	-	-	-
St. Peter's	15	-	-	-
St. Teresa's	9	-	-	-
Souris	36	Souris Kindergarten	23	64%
Southern Kings	52	-	-	-
Tracadie Cross	19	-	-	-
Vernon River	29	-	-	-
Total	398		99	

Use of Kindergarten -- 25%
Overall use -- 39%

* Mt. Stewart - as mentioned above.

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Actual and Estimated Remaining Availability

	Actual # Remaining	Actual % Available*	Estim. # Remaining	Estimated % Available*
Belfast	28	100%	10	100%
Eastern Kings Kindergarten	39	100%	17	100%
Georgetown Kindergarten	13	100%	13	100%
Montague Kinderg. Co-op	0	0	0	0
Souris Kindergarten	25	100%	25	100%
Total	105	35%	65	22%

* Based on 299 children entering Grade 1 without kindergarten.

The total number of licensed spaces assigned to each kindergarten is actually twice the number allowed to be in the classrooom at any one time. This was done since it is feasible that a kindergarten would have 2 half-day sessions, thus accommodating twice the number of children.

Presently, in Unit 1, there are enough licensed spaces to enable every child entering Grade 1 to attend a kindergarten program except in the Ellerslie area, where no facilities exist. The availability of kindergarten is also high in Unit 2. In the Summerside area, the vacant kindergarten spaces could only accommodate 50% of the children who presently do not attend.

In Unit 3, while the large number of available spaces gives the Unit 100% kindergarten availability, the Charlottetown area can accommodate 92% of those presently not attending, while the Central Queens area has spaces available for 88% of those not attending. The Fort Augustus area does not have a kindergarten readily available. This does not, however, prevent these children (or any others) from travelling to another kindergarten program.

Unit 4 seems to have the greatest shortage of kindergarten spaces. Table 45 shows that while 4 school areas have kindergarten spaces available

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for all of the children entering Grade 1, 10 school areas have no kindergarten available at all. In Montague, kindergarten is available to 51% of those children entering Grade 1. As noted in Table 45, the Mt. Stewart school offers a kindergarten readiness program which is under the jurisdiction of the School Unit, and therefore not licensed under the Child Care Facilities Act.

It must be remembered that King's County had the highest level of availability of day care services, and that a large number of parents chose day care for school readiness purposes. A total of 54 five year olds attend day care "kindergarten" programs, raising the overall level of use from 25% to 39%. This figure would also raise the level of use in Cardigan to 54%; in Montague to 65%; in Morell to 73%; and in Southern Kings to 15%. A kindergarten about to be licensed in St. Teresa's will provide 100% availability in that community. An effort is presently underway to establish a program in Vernon River.

Even though there are some encouraging signs, kindergarten remains relatively unavailable to large portions of King's County. Small Grade 1 enrollments in the various schools make it extremely difficult to support an on-going kindergarten program which is dependent on parents' fees.

Overall use in other areas ranges from 54.2% in O'Leary to 61% in Summerside to 70% in Charlottetown. Provincially, 60% of children enter Grade 1 with kindergarten experience.

There are no licensed kindergarten programs in Unit 5. However, the Evangeline School does sponsor a kindergarten program, under the Unit's jurisdiction and in accordance with the School Act.

2. Interprovincial Comparisions

Day care programs and policies vary from province to province. Each province seems to have its own unique way of defining terms, licensing centres, etc.

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For purposes of this Study, general comparisons will be made with other provinces in the areas of staff, regulations, subsidies, grants, and licensed spaces.

Staff Qualifications, Unions

Provinces differ in their requirements for staff qualifications and training, as well as in their definitions and categories of staff. New Brunswick and Alberta distinguish "primary" staff (those who spend at least 50% of their time directly with the children) from other staff (cook, secretary, etc.). In New Brunswick, at least 1 primary staff member is needed at each facility. Two provinces set minimum age limits for staff; Alberta - 18 years, and Saskatchewan - 16 years.

British Columbia, Manitoba, Ontario, Quebec, Nova Scotia and Newfoundland require staff to have demonstrated an ability to work with children. British Columbia, Alberta, Quebec, New Brunswick, Newfoundland, and P.E.I. require training courses in first aid.

Only 4 provinces require any kind of specific early childhood training. British Columbia appears to be the most comprehensive, specifying requirements for particular staff. A "supervisor" must have a Pre-school Supervisor's Certificate, which involves the completion of the Basic Early Childhood Education training program, plus documentation for 500 hours of work experience. A supervisor must spend at least 75% of his/her time with the children. One supervisor is needed for a group of 3 to 5 year olds; with 3 groups of children at one centre, a senior supervisor is needed (several years experience and supervisory skills). Also, additional specialized training is required for supervisors of children younger than 3 years old, and for Special Needs Centres.

Day care centres located in Winnipeg, Manitoba, are required to employ staff with at least a Grade 11 standing. This applies to supervisors and staff as well. This is the only requirement in Canada relating to general

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educational standing, and only applies to centres within the city of Winnipeg. (In Manitoba, the city of Winnipeg licenses its own day care centres, in other areas, provincial requirements apply.) Provincial legislation in Manitoba concerning regulations is currently under review.

Saskatchewan requires at least one staff member to have completed the 40 hour training program in Early Childhood Development which is offered by the Community Colleges. In Ontario, a supervisor must have an Early Childhood Education diploma (2 years) or its equivalent, plus 2 years experience. Regulations concerning other staff's training requirements are currently under review.

Newfoundland and Nova Scotia specify that staff shall be "suitable to employ in terms of their training and/or experience" (Newfoundland), and "shall have a specialized knowledge of and adequate experience in early childhood care and development" (Nova Scotia). However, this requirement seems to be open to interpretation. In Newfoundland, the Day Care Licensing Board consults with the Department of Education on this matter. In Nova Scotia, the regulation only applies to supervisors of non-profit facilities.

Seven provinces, including P.E.I., have reported that labour unions have been involved in the unionization of day care workers. This trend is more prevalent in some provinces than in others. Alberta reports that only day care workers in municipally run centres are unionized. Manitoba, Saskatchewan, and Nova Scotia also report that some centres are unionized (C.U.P.E., United Steel Workers). Newfoundland reports only one unionized centre.

Ontario seems to have the most involvement with unionized day care. In Toronto and Ottawa, all municipally operated centres are unionized, and many privately operated centres are either unionized or negotiating contracts. In the Southwest region of the province, almost all municipally run centres are unionized, but private centres are not. In the Northern Region, most centres in Thunder Bay area are unionized; generally, however, centres in the North are non-unionized.

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In P.E.I., only one centre in Charlottetown is unionized. All staff are members of P.S.A. There have been no indications of any further developments in this area.

It should be mentioned that several day care officials in other provinces have described difficulties arising from union negotiations, i.e., wage demands, strikes, centres closing, and centres unable to meet terms of contracts due to lack of funds.

Regulations - Space Requirements and Staff Child Ratios

Staff-child ratios and indoor-outdoor space requirements were compared among the provinces. All provinces have regulations in these areas.

In determining staff-child ratios, provinces base the number of staff on the age of the children. In Ontario, however, these ratios are determined by age and size of group.

Space requirements are usually calculated per child. Saskatchewan and Quebec also consider the age of the child for indoor requirements; Alberta and Ontario consider the age of the child in outdoor requirements. Four provinces specify fences for their outdoor areas. Saskatchewan, New Brunswick and Newfoundland do not give measurements for outdoor space; these 3 provinces require outdoor space to be "safe and suitable."

Information in Tables 46 and 47 was provided by the National Day Care Information Centre, Health and Welfare, Canada.

According to Table 46, P.E.I.'s staff-child ratios are fairly consistent with those of other provinces. Other provinces seem to be slightly more lenient in the younger age groups, but are somewhat stricter for 3 and 4 year olds.

Table 47 shows that P.E.I.'s standards for both indoor and outdoor space requirements are among the highest in the country. Only Newfoundland (35.5 square feet) and the Yukon (43 square feet) exceed P.E.I.'s requirement for 35 square feet of indoor space. At 75 square feet of outdoor space per child required, P.E.I., British Columbia, Manitoba, and Ontario (for 6-9 year olds) have the strictest requirements.

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TABLE: 46 Space Requirements - Per Child

PROVINCE	INDOOR	OUTDOOR	MEASUREMENT OF INDOOR SPACE
B.C.	$3m^2$ ($32.5ft^2$)	$7m^2$ ($75ft^2$) Fenced	Excludes hallways, built-in storage, bathrooms.
ALTA.	$3m^2$ ($32.5ft^2$)	<19 mos: $2m^2$ ($22ft^2$) 19 mos-6 yrs: $4.5m^2$ ($48 ft^2$) Fenced	Excludes stairwells, storage, staffroom, kitchen, office. Includes hallway and ½ of washroom. Ceiling not less than 2.3m (25 ft.) high.
SASK.	Pre-school: ($3.25m^2$) 35 ft^2 School age: ($2.3m^2$) 25 ft^2	Suitable, safe outdoor play space.	Excludes storage, kitchen, washroom, office, hallways, lockers, closets.
MAN.	($2.3m^2$) 25 ft^2	($7m^2$) 75 ft^2	Excludes hallways, kitchen, washrooms, closets
ONT.	(2.75m2) 30 ft^2 and 250 ft^3 of air space	<2 yrs. ($3.7m^2$) 40 ft^2 2-6 yrs. ($5.5m^2$) 60 ft^2 6-9 yrs. ($7m^2$) 75 ft^2	Excludes washrooms, office, staffroom, storage, kitchen.
QUE. (1)	< 18 mos: $3m^2$ ($32.5 ft^2$) >18 mos: $2.75m^2$ ($30 ft^2$)	$4m^2$ ($43 ft^2$) (fence 1.5m (4 ft) high)	Excludes hallways, stairs, storage, kitchen, staffrooms, washrooms.
N.B.	($3.25m^2$) 35 ft^2	Sufficient safe space to accommodate 50% of children in the centre.	Excludes hallways, washrooms, lockers, kitchen.
N.S.	$2.75m^2$ - 30 ft^2	($5.5m^2$) 60 ft^2 (fence 1.5m (4 ft) high)	Excludes kitchen, hallways, cloakrooms, offices.
P.E.I.	($3.25m^2$) 35 ft^2	($7m^2$) 75 ft^2	Excludes kitchen, entrances, hallways, storage, bathrooms, office, staffroom.
NFLD.	$3.3m^2$ ($35.5 ft^2$) and $2.3m^2$ ($25 ft^2$) sleep & isolation area.	safe, suitable and easily supervised play space.	Excludes kitchen, entrances, hallways, staffroom, storage, bathrooms, office. In centres located at subterranean level--a separate sleep/isolation area.
YUKON	$4m^2$ ($43 ft^2$) net floor space; 2.3m (25 ft) ceiling.	$5m^2$ ($54 ft^2$)	Includes areas used for play, eating, activity and sleeping.
N.W.T.			NO REQUIREMENTS

NOTE: (1) - L'Office des services de garde à l'enfance has proposed the following INDOOR space requirements:
< 18 mos. $5.5m^2$ ($60 ft^2$)
>18 mos. $2.75m^2$ ($30 ft^2$)

TABLE: 47 MINIMUM STAFF/CHILD RATIOS BY AGE OF CHILD

RATIOS Staff/Child	(1) B.C.	(2) ALTA.	(3) SASK.	MAN.	(4) ONT.	(5) QUE.	N.B.	(6) N.S.	P.E.I.	(7) NFLD.	YUKON	N.W.T.
1:3		0-18m			(4)		2m-24m		0-2y			
1:4	18m-3y			0-2y	(4)				mixed under 3y			
1:5		19m-35m	18m-30m		(4)		2m & 3y		2y			0-18m
1:6										2y & 3y	0-2y	18m-36m
1:7					(4)	0-2y		-5y				
1:8	3y & up	3y-4y		2y-5y	(4)					3y-sch.	2y-6y	
1:9					(4)							36m-6y
1:10		5y	30m-6y			2-10y	4y & 5y		3y & 4y			
1:11									mixed over 3y			
1:12									5y & 6y			
1:15			5y-12y	6y-12y		5 & up	6y-12y	5y& up	7y & up	sch.age&up		6y-12y

NOTES:

(1) Regulations do not permit group day care for children under 18 months. Maximum centre size for children 3 years to school age is 75, and 36 for children under 3 years. The maximum group size for children under 3 years is 12; and for 3 years to school age, 25.

(2) Maximum centre size: 80. Maximum group size for children 0-18 months = 6; 19-35 months = 10; 3-4 years = 16; and for 5 years = 20.

(3) Maximum centre size = 60.

(4) The following ratios apply:

	No. of Staff	Ratio
Up to 10 children, under 18 mos.	3	1:3.3
Up to 14 children, 18-24 mos.	3	1:4.7
Up to 15 children, 2-4 yrs.	3	1:5.0
16 to 34 children, 2-4 yrs.	4	1:8.5
35 to 45 children, 2-4 yrs.	5	1:9.0
Up to 25 children, 5 yrs. old	3	1:8.3
26 to 35 children, 5 yrs. old	3	1:7.0
26 to 45 children, 5 yrs. old	4	1:9.0

Maximum number of children per room--babies, 10; 18-24 mos., 14; 2 yrs. to school age, 25; school age, 30.

(5) L'Office des services de garde à l'enfance has proposed the following staff/child ratios: 0-13 months, 1:5; 18 months to 5 years, 1:8; and 5 years and older, 1:15. Maximum centre size, 60.

(6) Maximum group size 25 children.

(7) Regulations do not allow group day care for children under 2 years. Maximum centre size is 50. There cannot be more than one centre per building/dwelling.

Subsidies

Day Care Subsidy Programs, while following general guidelines, also differ from province to province. In British Columbia, Alberta, Saskatchewan, Ontario, Newfoundland, and P.E.I., operators set their per diem (daily) rates. However, in British Columbia, Alberta, and Saskatchewan, the Government then sets the maximum rate for subsidy. In Manitoba, Quebec, New Brunswick and Nova Scotia, the Government sets the maximum rate of subsidy as well as the per diem rate. British Columbia, Alberta, Manitoba, Quebec, New Brunswick, and Nova Scotia will then allow a centre to surcharge if current subsidy levels do not meet the per diem rate.

Alberta, Quebec, and Nova Scotia charge a minimum monthly fee to parents receiving subsidy. This minimum fee ranges from $45.00/month in Alberta to $1.00/day in Quebec and Nova Scotia.

Manitoba, Quebec, and Nova Scotia will only grant subsidies to those children who will be attending non-profit centres. The other 7 provinces allow subsidies for children in all centres.

Two provinces limit the number of subsidized spaces per centre: Quebec at 60 spaces, and Newfoundland at 50% of the licensed capacity.

At the time of this report, 1983-84 Day Care Budgets for several provinces were still under review. Therefore, Table 48 shows the Provincial Day Care Subsidy Budgets for 1982-83. This table also looks at this budget on a per-capita basis (by pre-school population), and where possible, the average monthly cost of day care.

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TABLE: 48 1982-83 Day Care Subsidy, Average Costs, by Province

Province	82-83 Budget	Per Capita	Monthly Average Cost
British Columbia	$26,898,000	$115.95	-
Alberta	15,200,000	65.59	$150 - 350
Saskatchewan	6,954,380	70.57	230
Manitoba	6,600,000	70.64	210
Ontario	64,577,650*	89.72*	260
Quebec	39,766,300	70.08	220 - 264
New Brunswick	943,577	14.54	176
Nova Scotia	3,344,900	54.30	198 - 233
Prince Edward Island	437,100	38.96	220
Newfoundland	450,000	7.45	200
Yukon	-	-	225 - 300
Northwest Territories	-	-	340 - 360

* In Ontario, subsidies are cost-shared with the municipalities (80% province, 20% municipalities). An additional $15,984,000 was budgeted by the municipalities, bringing the total subsidy budget to $80,561,650, and the per capita expenditure to $111.93.

Grants

All provinces, with the exception of P.E.I., provide some kind of grants directly to their day care centres to assist with the centre's operation. In total, these grants are delivered in 16 different forms (see Table 49), although many are similar to each other. For example, an operational allowance supplement (Alberta) is similar to a start-up grant, but is limited to those areas where no services exist. A help-out grant (Quebec) is similar to Emergency Repair (British Columbia), and so on.

Despite similarities, there are differences as well. In some cases, start-up grants are based on the number of licensed spaces; in others, the grant is a fixed sum, regardless of the number of spaces. Special Needs Grants come in many forms -- some provide for staff, some provide for equipment, some for start-up, etc. Table 49 shows the different types of grants currently being offered, as well as which provinces provide them.

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TABLE: 49 Day Care Grants, By Province

Grants	B.C.	Alta.	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.
Start-up	X		X	X	X	X		X		X
Expansion	X					X				
Re-location	X					X				
Emergency repair	X									
Operating allowance		X								
Operating allowance supplements		X								
Equipment			X			X	X			
Special needs			X	X		X	X			
Maintenance				X						
Audit				X						
Capital assistance					X					
Flat rate						X	X			
Help-out						X				
Accommodation						X				
Incentive								X		
Fund raising								X		

Alberta, New Brunswick, and Newfoundland are the only provinces that provide grants to private as well as non-profit centres. All other provinces limit their involvement to non-profit or parent-controlled centres.

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Table 50 shows the amounts spent by the provinces in 1982-83 for Day Care Grants.

TABLE: 50 Provincial Day Care Grants -- Budgets, 1982-83 (Per Capita)

Province	Budget	By Preschool Population	By Licensed Spaces
British Columbia	$ 392,799	$ 1.70	$ 16.70
Alberta	27,800,000	119.97	1,480.85
Saskatchewan	966,900	9.81	214.34
Manitoba	4,900,000	52.45	688.78
Ontario	10,759,050	14.95	124.05
Quebec	11,405,487(81-82)	20.10	473.70
New Brunswick	271,136	4.17	97.25
Nova Scotia	50,000	.67	6.60
P.E.I.	-	-	-
Newfoundland	7,500	.12	7.40

Licensed Spaces

According to the National Day Care Information Centre, Health and Welfare, Canada, "In 1981 in Canada, 54.1% of all mothers with children under 16 years of age were either working or seeking work; this included 49.5% of all mothers with youngest child under 3 years of age (Statistics Canada, Labour Force Survey Division, unpublished data). This marked increase in labour force participation by young mothers has hardly been matched by a significant growth in licensed day care in the early 1980's."

Table 51 shows the number of licensed day care (including family day care) spaces per province, along with the ratio of licensed spaces to provincial preschool population.

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TABLE: 51 Licensed Day Care Spaces, March 1983, By Province

Province	Number of Licensed Spaces	Ratio To Preschool Population
British Columbia	23,528	10.1%
Alberta	18,773	8.1%
Saskatchewan	4,511	4.6%
Manitoba	7,114	7.6%
Ontario	86,730	12%
Quebec	24,077	4.2%
New Brunswick	2,788	4.3%
Nova Scotia	7,578	10.3%
Prince Edward Island	846	7.4%
Newfoundland	1,015*	1.7%

* Includes 525 full time, 490 part time.

According to Table 51, the availability of licensed day care spaces in Prince Edward Island is similar to the availability of day care in other provinces. P.E.I.'s figures for Table 51 reflected the actual number (based on figures from Fire Marshall's specifications) of licensed day care spaces, in proportion to the preschool population, birth to age 5.

3. Future Trends

This section is based on input from the Advisory Committee for the Study of Child Care Services on P.E.I. As such, it takes into account their diversity of background, training, and interest in the field of early childhood education, as well as the wealth of their experience, knowledge of, and involvement in this field.

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The members of the Committee looked not only at provincial trends, but also considered national trends which are likely to have some influence on child care services on P.E.I.

A. National Trends

For the first time, there seems to be a national focus on day care. Recent national activity is seen to be a direct spin-off of the 2nd Canadian Conference on Day Care, held in September, 1982 in Winnipeg, Manitoba. Ten representatives from P.E.I. attended that conference.

There are 2 National Associations being organized at the present time. P.E.I. has been represented at both organizational meetings, and these representatives are actively maintaining their involvement.

1. Canadian Child Daycare Federation

Impetus for the formation of this federation has come directly from the Association of Early Childhood Educators of Ontario and Health and Welfare Canada. Their action is in response to a call from delegates to the 2nd Canadian Conference on Day Care for such an Association.

The Canadian Child Daycare Federation is looking to Health and Welfare Canada for initial funding. It will be a professional federation working mainly as a consulting body and information clearing house; it will sponsor research in the field, and advocate non-political daycare issues, i.e., quality program, delivery models, etc.

Tentative plans are being made by a Provisional Executive for a founding Conference to be held in Ottawa in October, 1983. P.E.I. will have 2 voting representatives on the Executive, as will the other provinces.

2. The Canadian Daycare Advocacy Association

This Association was recently formed by members of the National Interim Steering Committee, elected at the close of the 2nd Canadian Conference on

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Day Care. P.E.I. has 2 interim representatives, as do the other provinces; permanent representatives are due to be elected.

The mandate of the Canadian Daycare Advocacy Association, as its name suggests, is to lobby governments on both federal and provincial levels for additional funds for daycare services. Daycare is seen as a right and not a privilege. Public education is a priority.

General concensus is that some form of national action/direction/support for daycare is forthcoming, possibly from Health and Welfare Canada. Since daycare is seen to be a provincial responsibility, any national activity would necessarily involve this provincial government.

Once these 2 groups are established, the P.E.I. Government can expect a highly organized advocacy campaign for quality programs, higher standards, and funding for daycare programs.

B. Provincial Trends

The Advisory Committee examined trends in 9 areas. Some involve service delivery itself, and others involve Government.

1. Integration of Special Needs Children:

The concept of integration is finding more and more acceptance in the field of early childhood education on P.E.I. Early childhood educators are experiencing first hand the positive effects of early intervention. Operators are generally enthusiastic about the Department's Special Needs Policy, and feel it provides incentive, support, and accountability.

This trend is expected to continue and broaden in scope, especially if proposed changes are adopted at Sherwood Home. However, as operators receive more and more requests from parents, social workers, etc., to

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integrate more moderately and severely handicapped children, operators will insist on sufficient support from the Department in terms of staff, materials, resources, and money, in order to provide the necessary programs.

While the Special Needs Policy appears to be acceptable and workable, those in the field question its implementation without the necessary funds.

2. Kindergarten:

There appears to be increased pressure for public kindergarten on P.E.I., although it is difficult to determine whether this pressure is coming from parents or elementary school teachers whose positions either have been or are in danger of being eliminated.

This trend is prompting another trend -- action on the part of early childhood teachers involved in kindergartens. These teachers are concerned that public kindergarten will lose its "early childhood" scope and become too standardized and academically oriented. The Early Childhood Development Association of P.E.I. has already begun to work toward development of an acceptable kindergarten curriculum.

P.E.I. may also expect to see pressure from parents to keep kindergarten programs in their respective communities, while asking that public support be given to existing programs.

3. Staff Certification:

A model for staff certification is seen to be necessary now to improve the professional image of early childhood staff on both public and personal levels. Committee members predict that staff are ready for some kind of mandatory staff certification, and that there will be a general support of the introduction of such a regulation.

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This support is expected as part of an attempt by those in the field to increase public awareness as to the benefits of good day care by ensuring the credibility of staff involved. As well, with the expected controversy and pressure concerning public kindergarten, early childhood staff will need a recognized model for certification to protect their involvement in kindergarten programs.

Committee members could also see, in the development of a staff certification model, a demand for provision of a balance of skills and background experiences within a centre. Staff will insist that certification requirements take into account past experience, training and skills, and not be limited to formal Early Childhood training.

4. Legislation:

It is expected that as financial problems increase, quality in licensed child care centres will suffer because of lack of funds. As centres try to cope, corners will have to be cut. Some centres may tend to interpret regulations/legislation as loosely as possible, in terms of staffing requirements, space requirements, etc. Without a clear definition of what "day care" is, operators could claim to be something other than day care, and ignore regulations altogether.

In other parts of Canada, "corporate day care" has been a recent trend. These day care 'chains' have tested provincial legislation, and in the United States, have effectively lobbied against day care regulations. The corporations show huge profits, but this has been at the cost of quality.

It has been reported that corporate day care chains are presently studying the feasibility of moving into Quebec and the Maritime Provinces. If such a move were made, they would virtually have a free hand in P.E.I., where legislation does not address centre size, group size, definition of staff person, program, etc. Most Committee members feel a large number of our present day care centres would be forced to close.

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With various types of day care being discussed by operators and parents alike (evening, overnight, infant, after-school, babysitting rooms, etc.), the Child Care Facilities Act will need to be reviewed and updated to effectively deal with the issues that will arise.

5. Child Care Subsidy Program:

Committee members predict that as centres face the necessity of raising fees to cover costs, the number of children who can be assisted through the Child Care Subsidy Program will decrease. Also, with more and more demands for the subsidy, eligibility will become limited to high risk families, thereby leaving the working poor of the province with very little, if any, support for child care fees.

It is also predicted that parents will be stronger and use more pressure in making requests for subsidies, given the changing nature of the Department's client population.

6. Funding:

Funding for child care programs is seen to be needed now more than ever before. Committee members felt that the likelihood of this happening is questionable in this time of restraint, but unanimously agreed it would be an issue for the 1984-85 budget.

The Committee also felt that requests for funding should not be, and would not be, directed solely at Government. Centres are becoming more creative and resourceful in seeking funds, and are approaching service clubs, private industry, etc.

Finally, in discussing the implications of centres closing, the Committee agreed that for Government, the consequences of not providing funding for licensed child care programs may exceed the cost of funding if Government is pressured to begin operating centres with the full expense of salaries and operating costs or forced to provide additional children-in-care services.

7. Government Involvement:

The Advisory Committee was split on this issue. Some members could foresee public pressure on Government to initiate and operate child care services in isolated areas where no such services exist. This would be especially true in areas where parents are involved in seasonal or shift work.

Other members felt that community or private groups could provide this service at a much lower cost than Government would be able to, and that pressure would be for Government assistance with, rather than Government operation of, child care services in isolated areas.

8. Public Education:

There seems to be a growing awareness on the part of Early Childhood professionals of the value of parent and public support in ensuring high quality in child care programs, and in lobbying Government (and others) for support.

Prince Edward Islanders are likely to see an increase in efforts at public education dealing with such issues as cost of child care, value of preschool, "what is good day care," etc. Such efforts will receive added impetus from the Canadian Child Daycare Federation and the Canadian Daycare Advocacy Association (see pages 63 and 64).

9. Unlicensed Care:

The Advisory Committee has expressed a serious concern about the extent and quality of unlicensed child care in this Province. National figures (Health and Welfare Canada) estimate that 85% of preschool children in this country who need alternate child care are in unlicensed arrangements.

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While there are no statistics available for P.E.I. concerning unlicensed care, it can be generally assumed that the national figure is relevant. With only 8% of the Province's preschool children enrolled in licensed day care centres, it is reasonable to estimate that a large percentage of children needing alternate care are being looked after in private, unlicensed arrangements.

Members of the Committee felt that the percentage of children in unlicensed care may very well increase in years to come (this trend has also been reported in Alberta, Manitoba, Ontario, Quebec, and Newfoundland). The main reasons cited for this include increased demands on the Child Care Subsidy Budget, resulting in greater difficulty in obtaining day care subsidy; higher rates for day care as centres attempt to cope with financial problems; and less availability of spaces as centres are forced to close.

It is also projected that the availability of unlicensed private care will increase if unemployment remains high. As more women are unemployed, more will be looking for a means of earning an income.

The recently proposed Federal budget may have some impact on the use of unlicensed child care. A proposed increase in the child care income deduction from $1,000 to $2,000 per child, per year, to a maximum of $8,000 is likely to be an incentive for parents to look for licensed child care arrangements. Since private babysitters generally do not issue receipts to parents for income tax purposes, the slightly higher rates at licensed centres may actually represent an income tax saving.

IV CONCLUSIONS AND RECOMMENDATIONS

Based on the data presented in Sections I, II, and III, along with information, opinions, and suggestions from the members of the Advisory Committee to the Study of Child Care Services on P.E.I., conclusions have been drawn in 8 specific areas related to the delivery of child care services in this Province.

Each area will be discussed individually, with appropriate recommendations presented. Following this discussion, a summary of recommendations has been included, along with references for recommendations.

1. Financial Status/Funding and Support

Data reviewed in Section I from licensed operators of day care and kindergarten programs clearly substantiates the claims made by operators previous to this report concerning financial difficulties and uncertain futures. Day care centres appear to be having greater problems than kindergarten programs, with higher operating costs being the main difference. Of the licensed day care centres responding to this Study, 41% claim to be operating at a loss, with another 41% just breaking even. More than half (57%) predict they will be closed within 5 years; at least 3 centres say they will be closed within 6 months. Future prospects for licensed kindergarten programs are more promising. Greater access to other forms of income, lower operating costs, considerable parental and community support, and a more stable "student" population all tend to give kindergarten programs a better financial status and hence a greater overall stability.

Licensed child care on P.E.I. generates a large amount of income each year, primarily from parents' fees. The 48 centres included in this part of the Study generate over one million dollars each year in revenue ($1,002,609). Licensed day care centres alone (with 17 centres responding) collect over $700,000 per year in parents' fees, and spend over $700,000

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per year on P.E.I. for salaries, rent, food, supplies, etc. Licensed child care represents a sizable business in this Province.

It is precisely this "business" aspect of child care which has created a serious conflict for licensed operators, a conflict which in many cases has contributed to the financial problems of a centre. There is a great reluctance on the part of those involved in the field of early childhood to consider child care as a "business." Parents and staff alike claim that children cannot be "exploited" so that a profit is made from their care. This is quite true, and the suggestion is not being made that a centre's approach to children, parents, activities and program become rigid and businesslike. However, most licensed centres (and day cares especially) are indeed small businesses and must be operated with good sound business management. It is in this area that many centres, for various reasons, seem to have problems.

Traditionally, child care has been a family responsibility at the least, and a friendly exchange between neighbors/friends at the most. This is true not only on P.E.I., but across Canada, and North America as well. Even with the disappearance of the "extended family" and the growing numbers of mothers of preschoolers returning to work and needing alternate child care, there is still a reluctance on the part of parents and day care operators alike to discuss the exhange of money for child care. This attitude has resulted in child care rates which are lower than the actual cost of child care; losses in revenue being absorbed if a parent doesn't pay the fee; low salaries for staff; and a general downplay of the professionalism involved in the area of child care.

If public awareness, appreciation, and acceptance of child care as a professional service is to be developed, then licensed centres must ensure that they are in fact delivering a high quality professional service. This type of service necessarily includes a developmentally sound and stimulating program; trained, experienced, and competent staff; a suitable, safe environment for children; nutritious meals and snacks, etc.

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This conclusion once again raises the issue of how this service is to be delivered -- as a self-supporting social program, or as a program dependent on Government for its development and maintenance. Advisory Committee members agree that given the economic realities of the 1980's, a universally accessible day care program is not feasible for this Province. It is also considered highly unlikely that kindergarten will be incorporated into the public school system given the anticipated cost of such a move.

Committee members also agree that some type of direct funding to licensed child care centres is needed in this Province, if good quality, supervised, licensed care for children is to be available. Good day care is expensive, and will not be able to exist if totally dependent on parents' fees. Data in Section II may suggest that for some parents in our sample, the cost of child care was not a factor in their choice of a centre. Interpretation of this data is open to many possibilities, as was discussed in Section II. Overall, Committee members feel strongly that cost is a factor, and base their opinions on first-hand experiences in the field. Members stressed the point that this Study did not reach those parents for whom cost was the deciding factor in preventing their use of licensed care.

An examination of day care funding programs in other provinces (Section III) shows that each province has developed its own particular manner of providing financial support to licensed day care. While some provincial programs share common features, sixteen different funding approaches were identified.

In studying the availability of child care services in this Province, it appears that P.E.I. has its own uniqueness, which must be considered before any supports are implemented. The inclusion of kindergarten in child care services is something not considered by other provinces. In many areas of P.E.I., kindergarten is readily available; in others it is not. Levels of use of kindergarten vary, despite its availability.

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Availability of day care on P.E.I. is low, although comparable to other provinces. Geographical distribution of the available licensed spaces shows that many areas of P.E.I. are completely without any services.

These aspects of P.E.I.'s unmet child care needs, as well as its strengths and weaknesses, must be carefully assessed in order to plan a comprehensive child care program for the Island. Support for licensed child care programs is seen to be necessary for their survival. While some measure of direct funding is recommended, a continuation and expansion of the indirect support presently made available by the Department is also recommended.

P.E.I.'s small size, traditional sense of community, and unique child care needs would make it possible to design, develop, and implement one of the most comprehensive child care programs in Canada.

Recommendations:

It is therefore recommended:

1) That the P.E.I. Government, in its 1984-85 budget, provide for some type of direct funding for licensed child care programs.

To implement this, it is further recommended that the Social Development Committee organize a small working committee to:

(1) Study various provincial models and formulas, including Federal cost-sharing implications, in order to develop an equitable funding program based on this report.

(2) Study possibilities of involvement in child care funding by various Government Departments, which may include:

a) Department of Health and Social Services -- for direct funding;

b) Department of Education -- for direct funding;

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c) Department of Industry -- for funding for development (day care as small business); for funding as incentive for industry to establish work-place day care for employees.

(3) Report to Government by January, 1984, with a specific formula for a Child Care Funding Program.

2) That the Department of Health and Social Services continue and expand the availability of the Job Creation Program to licensed child care centres. While this is not necessarily "financial" support, since staff needed for licensing requirements may not be replaced by Job Creation staff, these extra staff do in fact reduce the child-staff ratio for the benefit of staff, children, and program.

3) That the School Milk Foundation (Department of Agriculture) expand its milk subsidy program to include day care and kindergarten programs.

2. Unlicensed Care

The Study of Child Care Services on P.E.I. examined the present status of licensed early childhood programs in this Province. While the information obtained is valuable, it often underlined the fact that it was relevant only to those parents/children using licensed child care services.

National figures (Health and Welfare, Canada) claim that 85% of children needing alternate child care are being looked after in unlicensed facilities. Members of the Advisory Committee agree that this figure is reasonably accurate for P.E.I., considering the lack of licensed care for infants, school-age children, children whose parents require care at different hours (shift work; substitute work; casual, temporary, seasonal employees, etc.), as well as the absolute unavailability of licensed care in some parts of the Province.

Committee members expressed a number of concerns about unlicensed child care in this Province. A primary concern was with the relative lack of

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knowledge about the level/extent and quality of this type of child care arrangement. Studies in this area conducted in other provinces have revealed some disturbing and alarming results. An attempt was made by the Department of Health and Social Services in January, 1983, to study unlicensed arrangements in P.E.I. Information was obtained from parents and caregivers alike. The sample surveyed, however, was extremely small, due to a reluctance on the part of both parents and unlicensed caregivers to share information about these arrangements with a "government representative."

The Department's January, 1983, Study showed that the large majority of parents who responded were in fact pleased with their child care arrangement. While most situations are satisfactory, reports of child abuse are more common to this type of child care arrangement than any other. Other provinces have attempted to deal with problems associated with unlicensed care, and especially the isolation of and lack of supports given to caregivers, by providing incentives for caregivers to become licensed. This has been done mainly through the introduction of Satellite Family Day Care.

Satellite Family Day Care allows a caregiver to be affiliated with a licensed day care centre or agency, while continuing to care for children in her own home. The main advantage to this is the opportunity to share resources, information, and activities with others, as well as receive feedback and supervision. In-service training is usually provided.

Parents and children ultimately benefit from this type of child care arrangement -- parents in the security of being able to choose supervised homes for their children, and children in the quality of care provided. In addition, satellite homes allow parents access to licensed care which is close to home, suitable for infants and school age children, and which may be flexible enough to allow for shift work, seasonal and casual employment.

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Recommendations:

It is therefore recommended:

1) That the P.E.I. Advisory Council on the Status of Women sponsor and conduct a Study of Child Care Patterns on P.E.I. for children birth to 12 years. The purpose of this study would be to determine the needs, practices, and preferences of parents for child care in this Province. The Advisory Council is seen as a group without a vested interest in any one type of child care, and therefore able to objectively assess such patterns, which include the use of unlicensed arrangements.

2) That the Department of Health and Social Services investigate Satellite Family Day Care Programs in other provinces to determine policies and features of such programs, and to make this information available to licensed centres.

3) That the Department of Health and Social Services sponsor a pilot project in Satellite Family Day Care in specific unserviced areas of the Province. The Department's sponsorship would be limited to providing information, consultation, and financial incentive to cover administrative costs.

3. Legislation

In examining future trends on both national and provincial levels, as well as recent activities in other provinces, the Advisory Committee has concluded that P.E.I.'s Child Care Facilities Act does not provide a clear definition of "child care," nor does it define the various types of child care, nor is there clarity in some of the procedural expectations. Changes in day care practices and policies over the last ten years, in P.E.I. and across Canada, have necessitated a review of provincial legislation.

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Recommendations:

It is therefore recommended:

1) That the Child Care Facilities Board undertake a review of the Child Care Facilities Act and Regulations with special attention given to definitions and procedural expectations, and that this review be done in consultation with the Canadian Child Daycare Federation along with other provinces.

4. Staff Certification and Training

Data in Section I shows that not only do a majority of early childhood staff have some kind of professional training, but a majority are also in favor of some type of regulation in the area of Staff Certification. Committee members agree with this, and feel such regulation is necessary to improve the professional image of early childhood staff. Parents have identified staff as the most important factor influencing their choice of a centre. It is felt that it is time for staff to be given the recognition and status they deserve.

Staff certification, however, cannot be discussed without considering staff training. Committee members unanimously agreed that training is needed for those in the field, but should be flexible (in terms of variety, hours, delivery) and provided at a regional level. Cost is seen to be a big factor. Finally, it was felt that training should be developed to complement a Staff Certification Program.

Recommendations:

It is therefore recommended:

1) That the Child Care Facilities Board study options for Staff Certification and present a proposal to Executive Council by May, 1984. It is further recommended that special attention be given to definition of a "staff person."

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2) That Holland College expand its Early Childhood Education Course to allow for study on both a part-time and regional basis. It is further recommended that Extension Courses be offered in Early Childhood Education, especially for trained staff working in the field.

3) That the Department of Health and Social Services continue to sponsor seminars and workshops for Early Childhood staff.

4) That the P.E.I. Early Childhood Development Association and the West Prince Early Childhood Association:

   (1) Sponsor workshops and seminars for members;

   (2) Utilize the resources, knowledge, and experience of their members to provide workshops;

   (3) Explore funding possibilities in order to subsidize members for courses;

   (4) Investigate possibilities of sharing resource people with other Atlantic Early Childhood Associations.

5. Programming

Interviews with licensed operators revealed that day care and kindergarten operators were split on the issue of program regulation. The same interviews, however, revealed that the vast majority of licensed centres were meeting program guidelines as set down by the Child Care Facilities Board in 1980.

Program (activities for children) was the second most important factor influencing parents' choice of a child care program. Because of this, it is felt that regulations regarding specific program content would raise parent's expectations and impressions of early childhood programs.

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Members of the Advisory Committee unanimously agreed that since almost all centres met specific program guidelines as set down by the Child Care Facilities Board, these guidelines should become program regulations. It is felt that the Board's guidelines, while in most cases unenforceable, have served as goals to be strived for.

Parent education is seen as necessary in this area, especially since many operators report their being pressured by parents and primary teachers to stress "academics" in preschool programs. Early childhood educators are concerned that basic skills and concepts are not being mastered in a "rush" to teach letters and numbers.

Recommendations:

It is therefore recommended:

1.) That the Child Care Facilities Board establish and provide leadership for a committee of Early Childhood Educators for the purpose of incorporating some of the Board's Program Guidelines as regulations. It is further recommended that this Committee then develop additional Program Guidelines to provide goals for child care operators.

2.) That the Departments of Education and Health and Social Services provide for education of parents, and primary grade educators and administrators concerning preschool education.

3.) That the Early Childhood Development Associations provide for parent education in the area of preschool programming. It is further recommended that the Early Childhood Development Associations develop better communication between its members and primary grade educators and administrators in the area of program content.

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6. Child Care Subsidy Program

The Child Care Subsidy Program, administered by Field Services Division and cost-shared (CAP) with the Federal Government, is intended to assist eligible parents/children with the cost of licensed child care.

Members of the Advisory Committee had some concerns about this program which were outlined in Section III, Future Trends. These dealt mainly with the limited access to subsidy because of higher day care rates, and the Committee's prediction that eventually subsidies would only be available to high risk families.

According to data in Section I, the Child Care Subsidy Program contributed 29% of the income received by all licensed centres in that part of the Study (48 centres). This percentage would actually be much higher for day care and lower for kindergarten. Approximately 40% of all children in day care are currently being subsidized.

Generally, the Child Care Subsidy Program is viewed as a "welfare" program, mainly because of its inclusion under CAP. This is true not only in this province, but across Canada as well. It is felt that if this were to change, there would be a marked increase in requests for subsidy.

While the Child Care Subsidy Program is viewed as beneficial, there is some concern that subsidies are approved without any parent counselling on choice of program. Because of this, it is felt that these funds could be spent for space in programs considered inappropriate for a particular child's needs.

Recommendations:

It is therefore recommended:

1) That the Department of Health and Social Services, through its Field Services Division, initiate a policy of counselling parents on

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choice of a child care program; this counselling is to take place at the time of subsidy approval.

2) That the Department of Health and Social Services revise its August, 1981, Child Care Subsidy Program Sliding Scale Income Test to reflect the cost of living increase.

7. Special Needs Children

As reported in Section I, licensed operators seem to be quite agreeable to integrating special needs children in their programs. Advisory Committee members could foresee this integration expanding (Section III, Future Trends).

Centres, however, will need support if they are to become involved in offering services to handicapped children. This support is most often identified as staff, but could include equipment, training, and consultation. The Department of Health and Social Services' Special Needs Policy is seen to provide incentive for operators to become involved, but it is generally felt that funds are not available to properly implement the policy.

Recommendations:

It is therefore recommended:

1) That the Department of Health and Social Services create a separate fund within the Child Care Subsidy Program to be used specifically for subsidies for children with special needs, thus providing a base for implementation of the Special Needs Policy.

2) That the Department of Health and Social Services' Regional Mental Retardation Specialists provide active consultation and support to early childhood centres.

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3) That seminars and in-service training for the Department of Health and Social Services' Sherwood Home staff be made available to early childhood operators and staff.

4) That all provincial associations (Canadian Association for the Mentally Retarded--Provincial Branch, etc.) dealing with handicapped/delayed/learning disabled children make their resources, materials, and consultation available to early childhood centres, especially in the areas of program and parent involvement.

8. Administration of Child Care Centres

Based on data received from licensed child care centres in Section I, Committee members felt that in many cases, child care centres were being poorly managed. There seemed to be a wide range of skills in budgeting, record keeping, projecting trends, and decision making.

Committee members felt strongly that even though they recommended direct funding to licensed centres, that these funds should only be available to those centres who demonstrated an ability to properly manage those funds, as well as their general business affairs.

Recommendations:

It is therefore recommended:

1) That the Department of Labour develop an information package for day care and kindergarten programs concerning staff benefits and requirements, small business loans, business grants, etc.

2) That Holland College include budgeting as an essential component throughout its Early Childhood Training Program.

3) That the Department of Health and Social Services, with the cooperation of the Early Childhood Development Association, develop a handbook for licensed operators, as well as prospective operators, concerning available resources, typical costs, realistic expectations, etc.

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SUMMARY OF RECOMMENDATIONS

1. Financial Status/Funding and Support

It is recommended:

1) That the P.E.I. Government, in its 1984-85 budget, provide for some type of direct funding for licensed child care programs.

To implement this, it is further recommended that the Social Development Committee organize a small working committee to:

(1) Study various provincial models and formulas, including Federal cost-sharing implications, in order to develop an equitable funding program based on this report.

(2) Study possibilities of involvement in child care funding by various Government Departments, which may include:

a) Department of Health and Social Services -- for direct funding;

b) Department of Education -- for direct funding;

c) Department of Industry -- for funding for development (day care as small business); for funding as incentive for industry to establish work-place day care for employees.

(3) Report to Government by January, 1984, with a specific formula for a Child Care Funding Program.

2) That the Department of Health and Social Services continue and expand the availability of the Job Creation Progarm to licensed child care centres. While this is not necessarily "financial" support, since staff needed for licensing requirements may not be replaced by Job Creation staff, these extra staff do in fact reduce the child-staff ratio for the benefit of staff, children, and program.

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3) That the School Milk Foundation (Department of Agriculture) expand its milk subsidy program to include day care and kindergarten programs.

2. Unlicensed Care

It is recommended:

1) That the P.E.I. Advisory Council on the Status of Women sponsor and conduct a Study of Child Care Patterns on P.E.I. for children birth to 12 years. The purpose of this study would be to determine the needs, practices, and preferences of parents for child care in this Province. The Advisory Council is seen as a group without a vested interest in any one type of child care, and therefore able to objectively assess such patterns, which include the use of unlicensed arrangements.

2) That the Department of Health and Social Services investigate Satellite Family Day Care Programs in other provinces to determine policies and features of such programs, and to make this information available to licensed centres.

3) That the Department of Health and Social Services sponsor a pilot project in Satellite Family Day Care in specific unserviced areas of the Province. The Department's sponsorship would be limited to providing information, consultation, and financial incentive to cover administrative costs.

3. Legislation

It is recommended:

1) That the Child Care Facilities Board undertake a review of the Child Care Facilities Act and Regulations, and that this review be done in conjunction with the Canadian Child Daycare Federation, along with other provinces.

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4. Staff Certification and Training

It is recommended:

1) That the Child Care Facilities Board study options for Staff Certification and present a proposal to Executive Council by May, 1984. It is further recommended that special attention be given to definition of a "staff person."

2) That Holland College expand its Early Childhood Education Course to allow for study on both a part-time and regional basis. It is further recommended that Extension Courses be offered in Early Childhood Education, especially for trained staff working in the field.

3) That the Department of Health and Social Services continue to sponsor seminars and workshops for Early Childhood staff.

4) That the P.E.I. Early Childhood Development Association and the West Prince Early Childhood Association:

   (1) Sponsor workshops and seminars for members;

   (2) Utilize the resources, knowledge, and experience of their members to provide workshops;

   (3) Explore funding possibilities in order to subsidize members for courses;

   (4) Investigate possibilities of sharing resource people with other Atlantic Early Childhood Associations.

5. Programming

It is recommended:

1) That the Child Care Facilities Board chair a committee of Early Childhood Educators for the purpose of incorporating some of the

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Board's Program Guidelines as regulations. It is further recommended that this Committee then develop additional Program Guidelines to provide goals for child care operators.

2) That the Departments of Education and Health and Social Services provide for education of parents, and primary grade educators and administrators concerning preschool education.

3) That the Early Childhood Development Association provide for parent education in the area of preschool programming. It is further recommended that the Early Childhood Development Association develop better communication between its members and primary grade educators and administrators in the area of program content.

6. Child Care Subsidy Program

It is recommended:

1) That the Department of Health and Social Services, through its Field Services Division, initiate a policy of counselling parents on choice of a child care program; this counselling is to take place at the time of subsidy approval.

2) That the Department of Health and Social Services revise its August, 1981, Child Care Subsidy Program Sliding Scale Income Test to reflect the cost of living increase.

7. Special Needs Children

It is recommended:

1) That the Department of Health and Social Services create a separate fund within the Child Care Subsidy Program to be used specifically

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for subsidies for children with special needs, thus providing a base for implementation of the Special Needs Policy.

2) That the Department of Health and Social Services' Regional Mental Retardation Specialists provide active consultation and support to early childhood centres.

3) That seminars and in-service training for the Department of Health and Social Services' Sherwood Home staff be made available to early childhood operators and staff.

4) That all provincial associations (Canadian Association for the Mentally Retarded--Provincial Branch, etc.) dealing with handicapped/delayed/learning disabled children make their resources, materials, and consultation available to early childhood centres, especially in the areas of program and parent involvement.

8. Administration of Child Care Centres

It is recommended:

1) That the Department of Labour develop an information package for day care and kindergarten programs concerning staff benefits and requirements, small business loans, business grants, etc.

2) That Holland College include budgeting as an essential component throughout its Early Childhood Training Program.

3) That the Department of Health and Social Services, with the cooperation of the Early Childhood Development Association, develop a handbook for licensed operators, as well as prospective operators, concerning available resources, typical costs, realistic expectations, etc.

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REFERENCE TO RECOMMENDATIONS

A. P.E.I. Government

It is recommended:

1) That the P.E.I. Government, in its 1984-85 budget, provide for some type of direct funding for licensed child care programs.

To implement this, it is further recommended that the Social Development Committee organize a small working committee to:

(1) Study various provincial models and formulas, including Federal cost-sharing implications, in order to develop an equitable funding program based on this report.

(2) Study possibilities of involvement in child care funding by various Government Departments, which may include:

a) Department of Health and Social Services -- for direct funding;

b) Department of Education -- for direct funding;

c) Department of Industry -- for funding for development (day care as small business); for funding as incentive for industry to establish work-place day care for employees.

(3) Report to Government by January, 1984, with a specific formula for a Child Care Funding Program.

B. Department of Health and Social Services

It is recommended:

1) That the Department of Health and Social Services continue and expand the availability of the Job Creation Program to licensed child care

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centres. While this is not necessarily "financial" support, since staff needed for licensing requirements may not be replaced by Job Creation staff, these extra staff do in fact reduce the child-staff ratio for the benefit of staff, children, and program.

2) That the Department of Health and Social Services investigate Satellite Family Day Care Programs in other provinces to determine policies and features of such programs, and to make this information available to licensed centres.

3) That the Department of Health and Social Services sponsor a pilot project in Satellite Family Day Care in specific unserviced areas of the Province. The Department's sponsorship would be limited to providing information, consultation, and financial incentive to cover administrative costs.

4) That the Department of Health and Social Services continue to sponsor seminars and workshops for early childhood staff.

5) That the Departments of Education and Health and Social Services provide for education of parents, and primary grade educators and administrators concerning preschool education.

6) That the Department of Health and Social Services, through its Field Services Division, initiate a policy of counselling parents on choice of a child care program; this counselling is to take place at the time of subsidy approval.

7) That the Department of Health and Social Services revise its August, 1981, Child Care Subsidy Program Sliding Scale Income Test to reflect the cost of living increase.

8) That the Department of Health and Social Services create a separate fund within the Child Care Subsidy Program to be used specifically for subsidies for children with special needs, thus providing a base for implementation of the Special Needs Policy.

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9) That the Department of Health and Social Services' Regional Mental Retardation Specialists provide active consultation and support to early childhood centres.

10) That seminars and in-service training for the Department of Health and Social Services' Sherwood Home staff be made available to early childhood operators and staff.

11) That the Department of Health and Social Services, with the cooperation of the Early Childhood Development Association, develop a handbook for licensed operators, as well as prospective operators, concerning available resources, typical costs, realistic expectations, etc.

C. Department of Agriculture

It is recommended:

1) That the School Milk Foundation expand its Milk Subsidy Program to include day care and kindergarten programs.

D. Advisory Council on Status of Women

It is recommended:

1) That the P.E.I. Advisory Council on the Status of Women sponsor and conduct a Study of Child Care Patterns on P.E.I. for children birth to 12 years. The purpose of this study would be to determine the needs, practices, and preferences of parents for child care in this Province. The Advisory Council is seen as a group without a vested interest in any one type of child care, and therefore able to objectively assess such patterns, which include the use of unlicensed arrangements.

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E. Child Care Facilities Board

It is recommended:

1) That the Child Care Facilities Board undertake a review of the Child Care Facilities Act and Regulations with special attention given to definitions and procedural expectations, and that this review be done in consultation with the Canadian Child Daycare Federation along with other provinces.

2) That the Child Care Facilities Board study options for Staff Certification and present a proposal to Executive Council by May, 1984. It is further recommended that special attention be given to definition of a "staff person."

3) That the Child Care Facilities Board establish and provide leadership for a committee of early childhood educators for the purpose of incorporating some of the Board's Program Guidelines as regulations. It is further recommended that this Committee then develop additional Program Guidelines to provide goals for child care operators.

F. Holland College

It is recommended:

1) That Holland College expand its Early Childhood Education Course to allow for study on both a part-time and regional basis. It is further recommended that Extension Courses be offered in Early Childhood Education, especially for trained staff working in the field.

2) That Holland College include budgeting as an essential component throughout its Early Childhood Training Program.

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G. Early Childhood Development Associations

It is recommended:

1) That the P.E.I. Early Childhood Development Association and the West Prince Early Childhood Association:

   (1) Sponsor workshops and seminars for members;

   (2) Utilize the resources, knowledge, and experience of their members to provide workshops;

   (3) Explore funding possibilities in order to subsidize members for courses;

   (4) Investigate possibilities of sharing resource people with other Atlantic Early Childhood Associations.

2) That the Early Childhood Development Associations provide for parent education in the area of preschool programming. It is further recommended that the Early Childhood Development Associations develop better communication between its members and primary grade educators and administrators in the area of program content.

H. Provincial Associations

It is recommended:

1) That all provincial associations (Canadian Association for the Mentally Retarded--Provincial Branch, etc.) dealing with handicapped/delayed/learning disabled children make their resources, materials, and consultation available to early childhood centres, especially in the areas of program and parent involvement.

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I. Department of Education

It is recommended:

1) That the Departments of Education and Health and Social Services provide for education of parents, and primary grade educators and administrators concerning preschool education.

J. Department of Labour

It is recommended:

1) That the Department of Labour develop an information package for day care and kindergarten programs concerning staff benefits and requirements, small business loans, business grants, etc.

V DATA

TABLE: 1 Response Rate to Operator's Questionnaire

RESPONSE RATE -- DAY CARE

Total Number Licensed Centres	25
Refusals	2
Participants	23
Partial Refusals (Budget)	6
Response Rate - Budget	68%
Partial Refusals (Staff Salaries)	3
Response Rate - Staff Salaries	80%
Partial Refusals (Staff Benefits)	4
Response Rate - Staff Benefits	76%

RESPONSE RATE -- KINDERGARTEN/NURSERY SCHOOL

Total Number Licensed Centres	42
Refusals	1
Participants	41
Partial Refusals (Budget)	10
Response Rate - Budget	76%
Partial Refusals (Staff Salaries)	12
Response Rate - Staff Salaries	71%
Partial Refusals (Staff Benefits)	9
Response Rate - Staff Benefits	79%

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TABLE: 2A Totals: Day Care

	# Centres	# Spaces Full	# Spaces Part	# Staff Full	# Staff Part
Church sponsored	2	34	13	4	6
Community sponsored	7	103	54	20	6
Cooperative	2	35	4	6	-
Private	10	141	132	26	11
TOTAL	21	313	203	56	23

TABLE: 2B Totals: Family Day Care

	# Centres	# Spaces Full	# Spaces Part	# Staff Full	# Staff Part
Private	4	17	2	4	1

TABLE: 3A Regional Totals: Day Care

Region	# Centres	# Spaces Full	# Spaces Part	# Staff Full	# Staff Part
1	1	6	4	2	1
2	2	37	14	6	2
3	15	240	100	39	18
4	2	19	74	5	2
5	1	11	11	4	-
TOTAL	21	313	203	56	23

TABLE: 3B Regional Totals: Family Day Care

Region	# Centres	# Spaces Full	# Spaces Part	# Staff Full	# Staff Part
1	1	4	-	1	-
2	1	3	1	1	1
3	1	5	-	1	-
4	1	5	1	1	-
5	-	-	-	-	-
TOTAL	4	17	2	4	1

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TABLE: 4A Kindergarten

	# Centres	# Spaces	# Staff
Church sponsored	9	283	18
Community sponsored	13	298	26
Cooperative	6	133	11
Private	11	330	23
TOTAL	39	1,044	78

TABLE: 4B Nursery School

	# Centres	# Spaces	# Staff
Church sponsored			
Community sponsored			
Cooperative	1	32	1
Private	2	32	3
TOTAL	3	64	4

DOES NOT INCLUDE: Kid's World
St. Teresa's Preschool
St. Andrew's Day Care

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TABLE: 5A Regional Totals: Kindergarten

Region	# Centres	# Spaces	# Staff
1	5	128	11
2	6	245	13
3	23	572	47
4	3	69	4
5	2	30	3
TOTAL	39	1,044	78

TABLE: 5B Regional Totals: Nursery School

Region	# Centres	# Spaces	# Staff
1	1	32	1
2	1	20	2
3	-	-	-
4	1	12	1
5	-	-	-
TOTAL	3	64	4

TABLE: 6 Regulations - Operators' Opinions Re Ratios, Indoor Space/Outdoor Space

RATIOS:

Day Care

	Church	Community	Co-op	Private	Total	Total %
Too lenient	0	4	0	2	6	26
Adequate	1	3	2	9	15	65.2
Too strict	0	0	0	2	2	8.7

Kindergarten/Nursery School

	Church	Community	Co-op	Private	Total	Total %
Too lenient	1	1	0	1	3	7
Adequate	4	12	7	12	35	81.4
Too strict	3	1	0	1	5	11.6

INDOOR SPACE:

Day Care

	Church	Community	Co-op	Private	Total	Total %
Too lenient	0	1	1	2	4	17.4
Adequate	1	6	0	9	16	69.6
Too strict	0	0	1	2	3	13

Kindergarten/Nursery School

	Church	Community	Co-op	Private	Total	Total %
Too lenient	0	1	0	1	2	4.6
Adequate	8	12	7	12	39	90.7
Too strict	0	1	0	1	2	4.6

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TABLE: 6, continued

OUTDOOR SPACE:

Day Care

	Church	Community	Co-op	Private	Total	Total %
Too lenient	0	0	1	2	3	13
Adequate	1	6	1	9	17	73.9
Too strict	0	1	0	2	3	13

Kindergarten

	Church	Community	Co-op	Private	Total	Total %
Too lenient	0	0	0	1	1	2.3
Adequate	8	13	7	12	40	93
Too strict	0	1	0	1	2	4.6

TABLE: 7 Staff Certification

Day Care

	Church	Community	Co-op	Private	Total	Total %
Yes	1	6	2	8	17	74
No	0	1	0	5	6	26

Kindergarten

	Church	Community	Co-op	Private	Total	Total %
Yes	5	11	7	10	33	76.7
No	3	3	0	4	10	23.2

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TABLE: 8 Child Care Facilities Board -- Guidelines Re Programming

	Day Care	Kindergarten	Total Percentage
Trips, films, visitors	100%	94%	97%
Books	100%	100%	100%
Storytime	100%	100%	100%
Outdoor Play	100%	67%	83.5%
Routine	75%	100%	87.5%
Men	57.25%	22%	39.6%
T.V.	94.8%	100%	97.4%

TABLE: 9 Handicapped Children Accepted

Day Care

	Church	Community	Co-op	Private	Total	Total %
Yes	1	7	2	11	21	91.3
No	-	-	-	2	2	8.6

Kindergarten

	Church	Community	Co-op	Private	Total	Total %
Yes	7	11	7	12	37	86
No	1	3	-	2	6	14

USE OF COMMUNITY RESOURCES

100% of all centres use community resources

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TABLE: 10 Parent Involvement

Day Care

	Church	Community	Co-op	Private	Total	Total %
Newsletter	-	5	2	4	11	47.8
Parent Night	-	3	1	2	6	26
Scheduled Interviews	1	2	-	1	4	17.3
Interviews as Need Arises	-	3	1	5	9	39.1
Scheduled Evaluation Reports	-	2	-	3	5	21.7
Daily Contact	1	7	2	13	23	100

Kindergarten

	Church	Community	Co-op	Private	Total	Total %
Newsletter	5	12	2	9	28	65.1
Parent Night	2	3	1	3	9	20.9
Scheduled Interviews	2	5	2	9	18	41.8
Interviews as Need Arises	1	2	1	5	9	20.9
Scheduled Evaluation Reports	4	3	2	3	12	27.9
Daily Contact	6	11	6	10	33	76.7

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TABLE: 11 Staff Training

Day Care -- Full Time

	Church	Community	Co-op	Private	Total	Total %
Early Childhood Training	-	11	2	7	20	50
Early Childhood Degree	-	-	-	-	-	-
B.A., B.Ed.(Elementary School)	-	2	1	1	4	10
Related B.A.	-	1	-	-	1	2.5
Other	-	7	-	2	9	22.5
No Formal Training	1	2	2	8	13	32.5

Day Care -- Part Time

	Church	Community	Co-op	Private	Total	Total %
Early Childhood Training	-	1	-	3	4	20
Early Childhood Degree	-	-	-	-	-	-
B.A., B.Ed.(Elementary School)	1	1	-	1	3	15
Related B.A.	-	-	-	-	-	-
Other	1	-	-	1	2	10
No Formal Training	3	3	-	5	11	55

Kindergarten

	Church	Community	Co-op	Private	Total	Total %
Early Childhood Training	1	4	2	5	12	22.6
Early Childhood Degree	-	1	1	1	3	5.6
B.A., B.Ed.(Elementary School)	5	6	4	2	16	30
Related B.A.	1	3	-	6	10	19
Other	1	2	-	2	5	9.4
No Formal Training	3	4	3	7	17	32

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TABLE: 15 SALARIES

SALARIES -- AVERAGE -- PER HOUR

	Church	Community	Co-op	Private	Total Average
Day Care -- full time	$6.00	$6.12	$4.90	$4.46	$5.37
Day Care -- part time	4.40	5.33	--	4.53	4.75
Kindergarten	6.80	6.70	5.93	5.11	6.14

SALARIES -- AVERAGE -- PER HOUR -- STAFF WITH FORMAL EARLY CHILDHOOD TRAINING

	Church	Community	Co-op	Private	Total Average
Day Care -- full time	--	$6.03	$5.84	$5.18	$5.68
Day Care -- part time	--	4.50	--	5.16	4.83
Kindergarten	$5.00	6.00	5.25	6.27	5.63

TABLE: 17 Staff Benefits -- Day Care - Full Time Staff

Day Care (number of centres in brackets)

Full Time Staff Receiving:

	Church	Community	Co-op	Private	Total Centres	Percentage of Staff
Yearly raise	-	(2) 33%	-	(4) 45%	35%	35%
Sick days	-	(6) 100%	(1) 100%	(6) 75%	76%	86%
Vacation	(1) 100%	(6) 100%	(1) 100%	(9) 100%	100%	100%
Meals	-	(5) 83%	(1) 100%	(6) 70%	71%	79%
Workmen's Compensation	-	(3) 50%	-	(1) 10%	24%	23%
Blue Cross	-	(1) 17%	-	-	6%	9%
Life Insurance	-	(1) 17%	-	-	6%	9%
E.C.D.A. fees	-	(3) 50%	-	-	18%	19%
Workshop fees	-	(3) 50%	(1) 100%	(2) 30%	35%	47%
Time for workshops	-	(3) 50%	-	(4) 50	41%	42%
Other	-	-	-	-	-	-

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TABLE: 18 Hours, Days, Months -- Day Care Full/Part Time Staff - Kindergarten Staff

Day Care

Full Time Staff:

Hours	Church	Community	Co-op	Private	Total	Total %
7	-	4	-	2	6	15
8	1	14	4	15	34	85

Days	Church	Community	Co-op	Private	Total	Total %
less than 5	1	-	-	1	2	5
5	-	18	4	16	38	95

Months	Church	Community	Co-op	Private	Total	Total %
9	-	1	-	-	1	2.5
10	-	8	1	2	11	27.5
11	-	-	-	-	-	-
12	1	9	3	15	28	70

Part Time Staff:

Hours	Church	Community	Co-op	Private	Total	Total %
3 or less	2	1	-	5	8	40
4 - 5	1	4	-	4	9	45
6 - 8	2	-	-	1	3	15

Days	Church	Community	Co-op	Private	Total	Total %
3 or less	2	-	-	2	4	20
4 - 5	3	5	-	8	16	80

Months	Church	Community	Co-op	Private	Total	Total %
>10	2	-	-	2	4	20
10	2	4	-	1	7	35
12	1	1	-	7	9	45

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TABLE: 18, continued . . .

Kindergarten

Hours	Church	Community	Co-op	Private	Total	Total %
3 or less	4	6	2	16	28	50
6 or less	3	6	3	4	16	29
8 or less	4	4	4	-	12	3.6

Days	Church	Community	Co-op	Private	Total	Total %
less than 5	1	7	4	9	21	37.5
5	10	9	5	11	35	62.5

Months	Church	Community	Co-op	Private	Total	Total %
6 or less	-	5	1	2	8	14.3
8	-	5	-	5	10	18
9	10	6	4	13	33	59
10	1	-	4	-	5	9
>10	-	-	-	-	-	-

TABLE: 19 Staff Benefits -- Day Care - Part Time Staff

Day Care (number of centres in brackets)

Part Time Staff Receiving:

	Church	Community	Co-op	Private	Total Centres	Percentage of Staff
Yearly raise	-	(2) 33%	N/A	(3) 50%	36%	54%
Sick days	-	(2) 33%	"	(3) 50%	36%	54%
Vacation	(1) 100%	(3) 50%	"	(5) 75%	64%	85%
Meals	-	(2) 33%	"	(1) 25%	21%	38%
Workmen's Compensation	-	(1) 17%	"	-	7%	15%
Blue Cross	-	(1) 17%	"	-	7%	8%
Life Insurance	-	(1) 17%	"	-	7%	8%
E.C.D.A. fees	-	-	"	-	-	-
Workshop fees	-	(2) 33%	"	-	14%	23%
Time for workshops	-	(2) 33%	"	(1) 12.5%	21%	31%
Other	-	-	"	-	-	-

TABLE: 20 Staff Benefits -- Kindergarten Staff

Kindergarten (number of centres in brackets)

Staff Receiving:

	Church	Community	Co-op	Private	Total Centres	Percentage of Staff
Yearly raise	(4) 73%	(2) 17%	(1) 14%	(3) 41%	32%	36%
Sick days	(5) 100%	(7) 61%	(4) 71%	(4) 47%	64.5%	66%
Vacation	(4) 73%	(6) 50%	(3) 57%	(2) 29%	48%	47%
Meals	-	-	-	-	0%	0%
Workmen's Compensation	-	(1) 11%	(2) 29%	-	9.7%	7.5%
Blue Cross	-	(1) 11%	-	-	3.2%	3.7%
Life Insurance	-	-	-	-	-	-
E.C.D.A. fees	(1) 18%	(3) 22%	(2) 43%	(1) 12%	22.6%	21%
Workshop fees	(2) 33%	(4) 39%	(2) 43%	-	25.8%	30%
Time for workshops	(1) 5.5%	(5) 44%	(2) 29%	-	25.8%	21%
Other	-	-	-	-	-	-

A total of 9 kindergartens did not respond to questions re staff. In addition, another 3 (private) operators partially responded but since they have not been able to draw a salary, could not comment on benefits.

INTERVIEW GUIDELINE

STUDY OF CHILD CARE SERVICES ON P.E.I.

1. A. In your opinion, are the staff/child ratios:

   1. too strict _____ 2. too lenient _____ 3. appropriate _____

   B. Indoor space/per child: (35 sq. ft.)

   1. too strict _____ 2. too lenient _____ 3. appropriate _____

   C. Outdoor space/per child: (75 sq. ft.)

   1. too strict _____ 2. too lenient _____ 3. appropriate _____

   Comments: _____

   _____

   _____

2. A. Do you accept handicapped children? Yes _____ No _____

   B. On a trial period basis? Yes _____ No _____

   C. What kinds of special needs children do you accept?

   physically handicapped _____ mentally handicapped _____

   D. What degree or kind of handicap could your centre not handle? _____

   _____

   E. What additional resources would you require to accept special needs children?

   more staff _____ higher daily rates _____ special equipment _____

3. What resources (e.g., agencies or professionals) do you use from the community (i.e., Public Health Nurse)? _____

   _____

4. A. Do you feel your centre will be in operation in six months? Yes _____ No _____

   B. Five years from now? Yes _____ No _____

   C. If you said "no" to A. or B., can you tell why? _____

   _____

5. A. Do you feel that the Department of Health and Social Services should develop regulations around programming? Yes _____ No _____

   B. Staff certification? Yes _____ No _____

INTERVIEW GUIDELINE

APPENDIX A

1. [illegible] do you communicate with parents in your centre? Check all that apply.
   - ☐ newsletter
   - ☐ parent nights
   - ☐ parent-teacher interviews (scheduled)
   - ☐ parent-teacher interviews (as need arises)
   - ☐ scheduled child evaluation reports
   - ☐ daily contact with parents

2. Do the children have:
   ☐ field trips ☐ films ☐ guest visitors (nurse, fireman, etc.)

3. Are there books available for children to read, look at? ☐ Yes ☐ No
   If "yes": are books: ☐ owned by centre
   ☐ borrowed from local library (rural areas)
   ☐ borrowed from Confederation Centre Library
   ☐ brought in by children

4. Do the children have a storytime? ☐ Yes ☐ No
   How often? (If no set schedule, give average)
   ☐ daily ☐ 1 day/week ☐ 2 days ☐ 3 days ☐ 4 days

5. Do the children play outdoors? ☐ Yes ☐ No
   How often? ☐ daily _____ other
   Do you have outdoor play equipment? (toys, climber, swing, sandbox, etc.)
   ☐ Yes ☐ No

6. Does your program follow an established daily routine? ☐ Yes ☐ No

7. Are there any men involved in your program? ☐ Yes ☐ No
   How? As: staff ☐ volunteers ☐ other _____

8. Do children watch television? ☐ Yes ☐ No
   If "Yes": 1) How often? ☐ daily ☐ occasionally (3 days)
   ☐ seldom (once a week)
   2) For how long? ☐ 1/2 hour ☐ 1 hour ☐ 1 1/2 hours
   ☐ 2 hours ☐ more than 2 hours

APPENDIX A

STAFF INFORMATION SHEET

1. How many staff do you employ? Full time ☐ Part time ☐

2. If a day care centre, do you provide a noon meal for your staff?
   Yes ☐ No ☐
   If "Yes", how many adults (including yourself) usually eat a meal at noon? ☐

3. In hiring new staff, do you recruit applicants by: (Please check all appropriate)
   Advertising: Always ☐ Sometime ☐ Never ☐
   Word of mouth: Always ☐ Sometime ☐ Never ☐
   Referring to applications you have on file: Always ☐ Sometime ☐ Never ☐

4. Do your staff get a regular yearly raise? Full time: Yes ☐ No ☐
   Part time: Yes ☐ No ☐
   If "yes", amount _____ or percent _____
   If "no", when was last time your staff had a raise? _____

5. Do you provide any benefits for your staff? Yes ☐ No ☐
   If "yes", please check all that apply:

	Full time staff	Part time staff
Meals	☐	☐
Workmen's Compensation	☐	☐
Blue Cross	☐	☐
Life Insurance	☐	☐
E.C.D.A. Membership	☐	☐
Fees for Workshops	☐	☐
Time off for Workshops	☐	☐
Other (Please specify)	_____	

6. For FULL TIME staff:
   a) Do your staff get paid sick days? Yes ☐ No ☐
      If "Yes", how many days per month? ☐
      Can these accumulate month to month? Yes ☐ No ☐
      Can these accumulate year to year? Yes ☐ No ☐
   b) Do your staff get paid vacation days? Yes ☐ No ☐
      If "Yes", how many days per month? ☐
      Can these accumulate month to month? Yes ☐ No ☐
      Can these accumulate year to year? Yes ☐ No ☐
      If "No", is vacation pay included in salary? Yes ☐ No ☐

7. For PART TIME staff:
   a) Do your staff get paid sick days? Yes ☐ No ☐
      If "Yes", how many days per month? ☐
      Can these accumulate month to month? Yes ☐ No ☐
      Can these accumulate year to year? Yes ☐ No ☐
   b) Do your staff get paid vacation days? Yes ☐ No ☐
      If "Yes", how many days per month? ☐
      Can these accumulate month to month? Yes ☐ No ☐
      Can these accumulate year to year? Yes ☐ No ☐
      If "No", is vacation pay included in salary? Yes ☐ No ☐

8. Do your staff: Get a dinner (noon) break Yes ☐ No ☐
   Get coffee breaks Yes ☐ No ☐
   Eat with children Yes ☐ No ☐

BUDGET SHEET

EXPENSES: (Monthly)

_____ Rent

If the following are included in your rent, please respond N/A

_____ Heat

_____ Electricity

_____ Food

_____ Supplies (includes cleaning supplies, toilet paper, soap, toothpaste, paper towels, cups, plates, etc.)

_____ School Supplies (includes paper, paint, pencils, glue, staples, etc.)

_____ Telephone

_____ Salaries

_____ Employer's share of CPP, UIC

_____ Other benefits (Workmen's Compensation, vacation, etc.)

EXPENSES: (Yearly)

_____ Insurance

_____ Advertising

_____ Educational materials (includes books, records, puzzles, etc.)

_____ Furniture (includes tables, chairs, easels, shelves)

INCOME: (Monthly)

_____ Parent's fees (includes private paying parents and those receiving subsidy)

_____ Other

INCOME: (Yearly)

_____ Grants --- How long will this continue? _____

_____ Donations (amount)

_____ Other

ASSETS: Please give approximate total value for each grouping

_____ Educational equipment (books, puzzles, blocks, etc.)

_____ Furniture (tables, chairs, shelves, easels, etc.)

_____ Appliances (fridge, stove, dishwasher, washing machine, dryer)

_____ Building/property

_____ Outstanding debts -- amount outstanding

_____ Outstanding debts -- monthly payments

FOR 1982:

Do you show a yearly profit? Yes ☐ No ☐

Do your books balance at year's end? Yes ☐ No ☐

Do you show a loss? Yes ☐ No ☐

PLEASE CHECK ONE:

Is your centre:

- Privately owned/operated ☐
- Parent Co-operative ☐
- Church operated ☐
- Community operated ☐

STAFF QUALIFICATIONS

Please complete the following for EACH staff person. Refer to staff as: A, B, C, D, etc.

STAFF: ____ Full time ☐ Part time ☐

Hours: _____ to _____ , or, daily total _____

Days: _____ Months: _____

Salary: _____ Per Hour .

Experience: In preschool programs: _____ Years

In related fields (please specify, e.g., nurse, elementary teacher, etc.)

Field: _____ Years: _____

_____ _____

_____ _____

Training: Be Specific:

☐ Formal Early Childhood Training (Holland College, Mt. St. Vincent, etc., 2 year diploma)

☐ Formal Early Childhood Degree (B.A., M.A.)

☐ Elementary School Teacher Training (B.A., B.Ed.)

☐ Related Degree Program - B.A., Psych., B.A., Soc.
(specify what field) _____

☐ Other (please specify) _____

☐ No formal training

How long has this staff person been with you? _____ years _____ months

---

STAFF QUALIFICATIONS

Please complete the following for EACH staff person. Refer to staff as: A, B, C, D, etc.

STAFF: ____ Full time ☐ Part time ☐

Hours: _____ to _____, or, daily total _____

Days: _____ Months: _____ _____

Salary: _____ Per hour

Experience: In preschool programs: _____ years

In related fields (please specify, e.g., nurse, elementary teacher, etc.)

Field: _____ Years: _____

_____ _____

_____ _____

Training: Be Specific:

☐ Formal Early Childhood Training (Holland College, Mt. St. Vincent, etc., 2 year diploma)

☐ Formal Early Childhood Degree (B.A., M.A.)

☐ Elementary School Teacher Training (B.A., B.Ed.)

☐ Related Degree Program - B.A., Psych., B.A., Soc.
(specify what field) _____

☐ Other (please specify) _____

☐ No formal training

How long has this staff person been with you? _____ years _____ months

CHILD CARE FACILITIES BOARD GUIDELINES FOR PROGRAMMING

The guidelines chosen to be measured because of ease of objective evaluation (taken from Guidelines to the Regulations for the Child Care Facilities Act, Section 10, Licensing, Recommendations for Programming) are:

1) To allow children to experience learning and living in a multi-sensory way so that concepts will have real meaning. To some extent this can be accomplished by field trips, films, books, objects, manipulative materials, etc.

2) To foster in children a love of books by reading to children every day.

3) To regard outdoor play as part of the normal program and staff it accordingly.

4) Since a degree of predictability ensures security, a certain amount of daily routine is important. A realistic flexibility concerning routine is also important.

5) Effort should be made to provide male figures for children in early childhood programs.

6) Since children learn through doing rather than observing, the accessibility of television should be carefully controlled by staff. No more than 1/2 hour of educational television is recommended per day.

APPENDIX C

FOR OFFICE USE ONLY	

PARENT QUESTIONNAIRE

STUDY OF CHILD CARE SERVICES ON P.E.I.

The Department of Health and Social Services is examining the present status of child care facilities on P.E.I. An important part of this study is finding out more about the people who use licensed facilities -- who you are, why you need child care, how you chose the program your child(ren) is in, was the kind of program you wanted available to you, how satisfied are you with your present arrangement?

If your child attends two programs, e.g., day care and kindergarten, we would appreciate your taking the time to tell us your feelings about EACH program by filling out a separate questionnaire. If completing two forms, please check --- ☐

SECTION I

1. Age of child(ren) in this program: _____ _____ _____ _____

   Hours your child(ren) attends this program: _____

   Days your child(ren) attends this program: _____

2. WHAT IS THE MAJOR REASON WHY YOU USE THIS PROGRAM? Please circle only ONE MAJOR reason which applies to you:

   1. employed, need daytime child care;
   2. school readiness (social interaction, academic skills, music, art, etc.);
   3. child has special needs (mentally or physically handicapped);
   4. free time for parent.

3. COULD YOU TELL US HOW IMPORTANT EACH OF THE FOLLOWING WERE TO YOU IN CHOOSING THIS CHILD CARE PROGRAM? Please use the number 1 through 5 beside each item below.

1	2	3	4	5
didn't matter	slightly important	important	a major factor	extremely important

_____ cost
_____ meals
_____ hours of operation
_____ parent involvement
_____ location (convenient for you)
_____ centre's activities for children
_____ staff
_____ reliability (always open)

4. WERE YOU ABLE TO FIND THE TYPE OF PROGRAM YOU WANTED FOR YOUR CHILDREN? Circle the appropriate number.

   1. Yes 2. No

5. IF YOU ANSWERED "NO" TO QUESTION 4., PLEASE CIRCLE THE NUMBER OF THE APPROPRIATE REASON BELOW:

   1. program too expensive;
   2. no such programs in my area;
   3. program full -- no spaces available;
   4. hours not suitable;
   5. transportation to and from was a problem.

... OVER PLEASE ....

6. HOW SATISFIED ARE YOU WITH YOUR PRESENT CHILD CARE PROGRAM?
Please circle the appropriate number.

1	2	3	4	5
very dissatisfied (looking for another centre)	dissatisfied	average	satisfied	very satisfied (would recommend it)

SECTION II

We would like to know more about the families who use licensed child care on P.E.I. There is no need for you to give us your name and all information received by us will be held in complete confidence.

1. ARE YOU PRESENTLY: (circle the number of the appropriate answer)

1. married 2. single (never married) 3. widowed, divorced or separated

2. AGE: Please fill in blanks:

1. _____ 2. spouse's age _____

3. HOW MANY CHILDREN: 1) in your family _____
2) in this program _____

4. FAMILY INCOME: (total yearly income of all persons working)

1. $0 - 9,999
2. $10,000 - 14,999
3. $15,000 - 20,999
4. $21,000 and up

5. ARE YOUR CHILD CARE FEES: (circle)

1. paid totally by you;
2. paid partially by Social Services;
3. paid totally by Social Services.

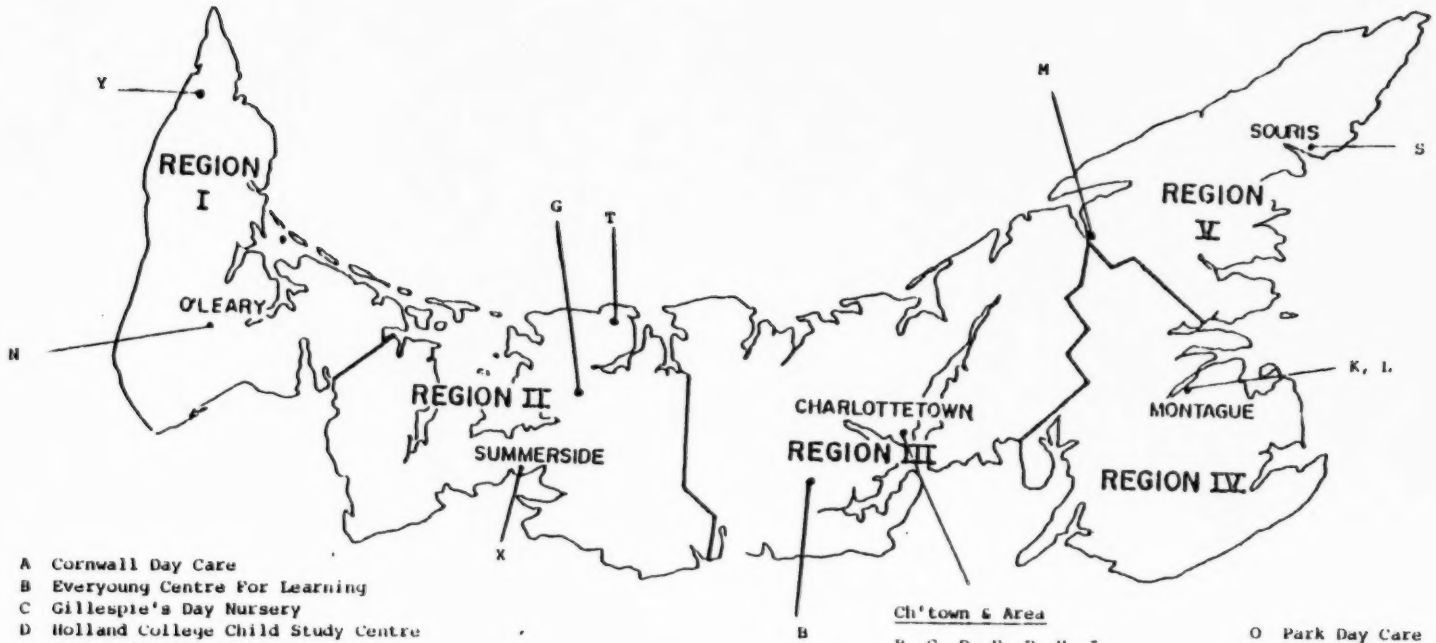
6. PLEASE INDICATE (BY NUMBER) WHICH OF THE FOLLOWING APPLIES TO:

Your employment status: _____ Your spouse's employment status: _____

1. full time
2. part time
3. seasonally
4. student/training
5. full time homemaker
6. not employed
7. not applicable

WHEN YOU HAVE ANSWERED ALL OF THE QUESTIONS, PLEASE PLACE IN THE ATTACHED PINK ENVELOPE, SEAL, AND RETURN TO YOUR DAY CARE OR KINDERGARTEN TEACHER.

THANK YOU.



A Cornwall Day Care
B Everyoung Centre For Learning
C Gillespie's Day Nursery
D Holland College Child Study Centre
E Jack and Jill Day Care
F Kiddies Kollege Korner
G Kiddietown Day Care
H L'Eveil
I Little Lamb's Preschool Centre
J MacDonald's Family Day Care
K Mac's Day Nursery
L Montessori Children's Centre
M Morell Early Childhood Development Centre
N Mother Goose Day Care

Ch'town & Area

B, C, D, E, F, H, I,
J, O, P, Q, U, V, W

O Park Day Care
P Parkdale-Sherwood Headstart
Q Playtime Day Care
R Rochford Square Child Care Centre
S Souris Day Care
T Spring Brook Day Care
U Teddy Bear Day Care
V Tiny Tot Day Care
W U.P.E.I. Day Care
X Wee Care Day Care
Y West Prince Family Day Care

APPENDIX D

POOR

QUALITY

ORIGINAL